

SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

ADMINISTRATION

Harry C. Katz, dean

Robert Smith, associate dean, academic affairs

Gordon Law, librarian

Allan Lentini, director, administrative services

Martin Wells, director, research

Christopher Crooker, director, external relations

Laura Lewis, director, office of student services

John Bunge, graduate faculty representative

Tove Hammer, editor, *Industrial and Labor Relations Review*

DEGREE PROGRAMS

	Degree
Industrial and Labor Relations	B.S.
	M.I.L.R.
	M.P.S.
	M.S.
	Ph.D.

THE SCHOOL

The School of Industrial and Labor Relations at Cornell (ILR) is a small school within a large university. It tries to maintain the small-college atmosphere expected of an institution that has about 780 undergraduates and approximately 200 graduate students, even as ILR students participate fully in the activities of the larger Cornell community.

ILR students study in modern, technologically advanced lecture halls, seminar rooms, and libraries.

Almost half of the school's typical freshman class comes from the greater New York City area. Another 30 percent live in other parts of New York State. Students from other states and a few from foreign countries make up the rest of the class. Women constitute about 50 percent of entering classes, and minority students comprise about 25 percent of freshmen and transfer students.

Students enrolled in the School of Industrial and Labor Relations at Cornell may take a substantial number of courses in the other six undergraduate colleges and schools of the university, including the College of Arts and Sciences. Cornell students have access to all of the libraries and other services of the university.

The school operates in four areas: (1) resident instruction, (2) extension and public service, (3) research, and (4) publications. It provides instruction to undergraduates and graduate students who are preparing for careers in industrial and labor relations, as well as to men and women already engaged in industrial

relations activities and the general public through its Extension and Public Service Division.

The school's Conference Center, part of the extension division, initiates and hosts conferences covering the full scope of industrial and labor relations. The center provides continuing education and information to practitioners and scholars.

The Research Division develops materials for resident and extension teaching and originates studies in industrial and labor relations. The Publications Division publishes and distributes the research results.

GRADUATE DEGREES

More than 200 students on the Cornell campus are enrolled in graduate study in industrial and labor relations, one of the largest graduate fields in the university. Students may work toward the degrees of master of industrial and labor relations, master of professional studies, master of science, and doctor of philosophy. For further information on graduate programs, contact the Graduate Office, School of Industrial and Labor Relations, Cornell University, 214 Ives Hall, Ithaca, NY 14853-3901.

DEPARTMENTS OF INSTRUCTION

Courses in the school are organized into six departments:

Collective Bargaining, Labor Law, and Labor History

In the study of workers, employers, and the government policies affecting them, members of this faculty concentrate on subjects of industrial and labor relations best understood by reliance on the fields of administration, economics, history, and law. Courses explore subjects within the framework of American society, stress fundamental forces of change, and analyze texts and empirical data with methods drawn from the social sciences, the humanities, and the legal professions.

Human Resource Studies

The Department of Human Resource Studies consists of world-class faculty members engaged in research, teaching and practice. These faculty members play integral roles in the administration of the Center for Advanced Human Resource Studies (CAHRS), an ILR-based research center funded by over 50 corporations, and the ILR Executive Education Program, which offers advanced training to HR practitioners. The goal in teaching is to balance a rigorous academic research approach with a real-world practice orientation. In this way students are provided with state-of-the-art knowledge relevant to managing human resources in organizations.

International and Comparative Labor

The Department of International and Comparative Labor is concerned with industrial and labor relations systems and labor markets in other parts of the world. The world-renowned faculty members are authorities on the labor markets of Western Europe, Asia, Latin America, South America and Africa and bring this knowledge to bear on the courses they teach as they prepare their students to understand the global marketplace.

Labor Economics

The Department of Labor Economics deals with labor markets, that is, the institutional arrangements, terms, and conditions under which workers supply their labor and under which firms demand their labor. Faculty members are especially concerned with understanding the workings of labor markets and the effects of various public policies. The topics dealt with in courses and research include analysis of the labor force, employment and unemployment, wages and related terms of employment, income distribution, income security programs, health and safety in industry, retirement, pensions and social security, economic aspects of collective bargaining, and economic demography.

Organizational Behavior

The psychologists and sociologists in the Department of Organizational Behavior use discipline-based theoretical perspectives to examine an array of empirical workplace phenomena. Their teaching and research focus on the impact of environmental, technological, and interpersonal relationships on work group and organizational dynamics.

Social Statistics

Faculty members in the Department of Social Statistics conduct research in the field of economic and social statistics. In applying their research results to their teaching, they provide their students with cutting-edge training on the principles of statistical reasoning, statistical methods, and the application of statistical tools of analysis.

A full list of required and elective courses is available from the Office of Student Services, 146 Ives Hall.

RESIDENT INSTRUCTION

This division conducts the on-campus programs leading to the degrees of bachelor of science, master of industrial and labor relations, master of professional studies, master of science, and doctor of philosophy from Cornell.

Office of Student Services

Staff members from the Office of Student Services, 146 Ives Hall, work closely with faculty members and faculty committees to

administer degree programs for the school and many of the school's support services. The office's responsibilities include admitting and orienting new students, maintaining students' personal and academic records, and counseling students on personal and academic problems. The office also works closely with seniors who are planning graduate study.

Counseling and Advising

New students are advised on orientation, academic procedures, and course registration by counselors in the Office of Student Services.

Each of the school's academic departments names faculty members to serve as advisers for students who wish to consult with them regarding career possibilities in the field, postgraduate programs, or similar matters. Questions or issues related to graduation requirements, course registration, and related academic procedures should be directed to counselors in the Office of Student Services.

Minority Programs

The School of Industrial and Labor Relations values diversity and is responsive to the unique social, academic and cultural contributions and needs of minority students. The School is committed to providing students with support that will enhance academic achievement, career development, and personal growth. The associate director of minority education in the Office of Student Services works in conjunction with many university programs to provide services that ensure academic success and an enjoyable quality of life for ILR minority students. For more information, see the Minority Affairs web site: www.ilr.cornell.edu/student-services/ac/minority.html.

STUDY OPTIONS

Several study options are open to ILR undergraduates, making it possible to tailor a program to fit special circumstances.

One such option is the five-year ILR master's degree. With early planning, some students may earn the M.S. degree in the fifth year. Some students elect to spend a semester in New York City, Albany, or Washington, D.C., with a chance to observe actual labor problem solving as interns in congressional offices, labor organizations, personnel offices, and state and federal agencies. For more information, see "Special Academic Programs" below.

Study abroad options are also available at a number of foreign universities. Qualified students may spend a semester or a full year studying abroad.

A number of ILR courses deal directly with today's problems and involve fieldwork in the Ithaca area and elsewhere in New York State.

The ILR program allows juniors and seniors who want to conduct their own research to receive course credit for individually directed studies if the program is supervised by a faculty member.

Study in Absentia

Registration in absentia enables a student to seek admission in another American institution for a semester or a year and transfer credit

toward completion of the Cornell degree. This study option requires the development of a plan of study, a statement of appropriate reasons for study away from the university (e.g., availability of courses not offered at Cornell), good academic standing, approval of the plan by the director of student services, and payment of a special in absentia registration fee.

Leave of Absence or Withdrawal

Students who desire to withdraw or take a leave of absence from the university should schedule an interview with a counselor in the Office of Student Services. Counselors will assist students in petitioning for approval of a leave of absence and in contacting the appropriate offices or departments of the university.

REQUIREMENTS FOR GRADUATION

To earn the Cornell bachelor of science degree in industrial and labor relations, a student must successfully complete 120 credits. This requires eight semesters for an average of 30 credits a year although some students accelerate their studies.

New Curriculum effective Fall 2005

First Year

FALL

First-year writing seminar*	3
ILR colloquium (introduction to ILR School, ILRID 150)**	1
Introduction to Micro Organizational Behavior and Analysis (ILROB 170)**	3
History of American Labor (ILRCB 100)**	3
Introductory Microeconomics (ECON 101)*	3
Elective	(3)
PE (university requirement)	

SPRING

First-year writing seminar*	3
Introduction to Macro Organizational Behavior and Analysis (ILROB 171)**	3
Introductory Macroeconomics (ECON 102)*	3
Electives	(6)
PE (university requirement)	

Sophomore Year

FALL

Statistical Reasoning (ILRST 212)**	4
Labor and Employment Law (ILRCB 201)**	3
Human Resource Management (ILRHR 260)**	3
Electives	(6)

SPRING

Collective Bargaining (ILRCB 205)**	3
Economics of Wages and Employment (ILRLE 240)**	3
Western Intellectual Tradition*,**	3
Cultural Perspectives*,**	3
Elective	(3)

Junior and Senior Years

Advanced Writing†	3
Science and Technology†	3
ILR Elective courses—40 credits	40

- Must include at least one course from an approved list in each of the following three areas: International and Comparative elective, Labor History elective and Economic Policy elective
- Minimum of 24 credits of ILR course work, including 495 Honors, 499 Independent Study—with a maximum of 16 credits for non-ILR courses at Cornell as approved in ILR departments.
- Maximum of 12 credits from foreign language or advanced math
- May include up to 9 credits for one semester abroad or 15 credits for a full year abroad
- Maximum of 12 credits in a credit internship program

Additional general elective credits (in addition to distribution requirements) 12

Minimum total credits required for graduation 120

*Required courses usually taken in the College of Arts and Sciences

**Required courses taken in the ILR School

†Distribution credits (courses you choose that satisfy requirements in certain categories)

Physical Education credit does not count toward the 120 credits

Students who take more than 50 credits in the endowed colleges (the College of Architecture, Art, and Planning; the College of Arts and Sciences; the Johnson Graduate School of Management; the College of Engineering; the School of Hotel Administration; and the Law School) must pay for each credit taken in excess of 50, whether or not the courses are passed. For the precise fee per credit, students should call the Office of the Bursar.

The number of credits that may be taken in the endowed colleges at no additional cost to the student may be changed at any time by official action of the school.

ILR Math Requirement

A student who took AP calculus in high school and scored a 3 or better on the AB exam or subscore of BC exam has fulfilled the ILR math requirement. If AP calculus wasn't completed, or if the scores noted above were not achieved, the student is expected to take and pass the ILR Math Assessment before registering for required courses in Statistics and Labor Economics. The Math Assessment is based on materials covered in New York State Regents Exams for Courses 2 and 3. (Calculus is not covered in those courses.)

The ILR Math Assessment is scheduled in August, January, and May. Those who do not pass in the first attempt are expected to register in an appropriate math course and pass the assessment *before the beginning of their third semester* in the school. Any student who cannot meet the requirement by the beginning of the third semester is enrolled for a terminal semester and is expected to leave the school thereafter.

Transfer students are expected to meet the same standards in math: either present the score required by Cornell University for AP calculus (AB or BC) credit or pass the ILR Math Assessment before being permitted to register in ILRST 212 or ILRLE 240 with a terminal semester possible after failing the assessment given at the beginning of a third semester as an ILR student.

SCHEDULING AND ATTENDANCE

Schedule Changes

Occasionally it may be necessary for a student to request changes in his or her course schedule either before a semester begins or during the semester. Such requests must be directed to the Office of Student Services to avoid possible loss of academic credit.

Class Attendance

It is each student's responsibility to attend all scheduled classes unless excuses have been approved by the faculty members. In some courses an instructor may permit a maximum number of class absences without a grade penalty or dismissal from the course. An explanation for absence from class may occasionally be secured from the Office of Student Services in advance of the expected absence. An approved absence may be warranted by:

1. participation in authorized university activities such as athletic events, dramatic productions, or debates;
2. medical problems supported by a record of clinic or infirmary treatment;
3. serious illness or death in the immediate family;
4. other circumstances beyond the student's control.

A request for explanation of an absence should, when possible, be made to the Office of Student Services before the date of expected absence. A reported and explained absence does not relieve a student from fulfillment of academic requirements during the period of absence. The course instructor has the authority to determine what work must be completed. The office can only confirm the explanation for absence. Students should inform the Office of Student Services of any problems they have meeting course requirements.

STANDING AND GRADES

Academic Integrity

In 1987 the faculty of the School of Industrial and Labor Relations approved a revised code of academic integrity. This code, while based on the Cornell University code, varies somewhat.

Absolute integrity is expected of all Cornell students in all academic undertakings. They must in no way misrepresent their work, fraudulently or unfairly advance their academic status, or be a party to another student's failure to maintain academic integrity. The code specifically prohibits:

1. knowingly representing the work of others as one's own;
2. using or obtaining unauthorized assistance in any academic work;
3. fabricating data in laboratory or field work;
4. giving fraudulent assistance to others;
5. fabricating data in support of laboratory or field work.

Full details on the applications of those prohibitions to course work, term papers, examinations, and other situations are listed in the code. Copies are available from the Office of Student Services, 146 Ives Hall.

Dean's List

A Dean's List is compiled for each of the four undergraduate classes each semester on the seventh day following receipt of final grades from the registrar. Eligibility for the Dean's List is determined by applying all of the following criteria:

1. achievement of a semester average for freshmen of 3.3 or better; for sophomores of 3.4 or better; and for juniors and seniors of 3.6 or better;
2. a minimum course load for the semester of 12 letter-graded credits;
3. completion of all courses registered for at the beginning of the semester;
4. satisfaction of all good-standing requirements.

Academic Standing

Good standing requires that all of the following criteria be met at the end of each semester:

1. an average of C- (1.7) for the semester's work, including a minimum of 8 completed and letter-graded credits;
2. no failing grades in any course, including physical education;
3. a cumulative average of C- (1.7) for all completed semesters.

If at the end of any semester a student fails to maintain good standing, or if overall academic performance is so marginal as to endanger the possibility of meeting school and university degree requirements, his or her record is reviewed by the Committee on Academic Standards and Scholarships. The committee may issue a written warning to the student at that time. If a student who does not improve after the written warning, he or she may be denied permission to register for the next semester.

Involuntary Separation from the School for Academic Reasons

A student may be denied permission to reregister at the end of any semester when he or she has failed:

1. to establish good standing after a semester on warning;
2. to maintain an average of 1.7 in any semester after a previous record of warning;
3. to achieve good standing after being on warning any two previous semesters;

4. two or more classes in one semester or has a semester average of 1.0 or below.

The Academic Standards and Scholarship Committee may decide to permit a student to remain on warning more than one semester if there has been significant improvement even though the cumulative average is still below 1.7.

S-U Grading Policy

An undergraduate may register to receive a final grade of S (Satisfactory) or U (Unsatisfactory) in courses that offer this option—either in the school or in other divisions of the university—subject to the following conditions:

1. the S-U option may be used in ILR and in out-of-college course electives only, not in directed studies;
2. students are limited to registering in *two* S-U courses a semester;
3. S-U registration is limited to 4 credits for each course;
4. students registering for S-U grades must be in good standing;
5. students must fulfill the graduation requirement of 105 letter-graded credits.

ILR faculty members assign a grade of U for any grade below C- and a grade of S for any grade of C- or better. A grade of U is considered equal to an F in determining a student's academic standing, although it is not included in the cumulative average.

No change of grading (from letter to S-U or from S-U to letter) may be made after the first three weeks of class. There are no exceptions to this restriction, and appeals will not be accepted.

Grades of Incomplete

A grade of incomplete (INC) is assigned when a course has not been completed for reasons that are acceptable to the instructor. It is understood that the work will be completed later and credit given. Instructors may grant a grade of incomplete for a limited number of clearly valid reasons, but only to students with substantial equity in a course. A firm and definite agreement on the conditions under which the work may be made up must be made with the instructor. The school's policy allows a maximum of two full semesters of residence for removal of a grade of incomplete. If it is not made up within this time, the grade automatically becomes an F.

SPECIAL ACADEMIC PROGRAMS

To meet the special academic objectives of some students, the school's faculty has established several special academic programs. For additional information, students should contact a counselor in the Office of Student Services. Counselors will explore the program with students to help them decide if it suits their interests.

Five-Year Master of Science Degree Program

With early planning it is possible to earn the M.S. degree in a fifth year of study. This program is designed specifically for those who wish concentrated study in an area of specialization

in the school for a master of science degree. Students considering this program should consult a counselor in the Office of Student Services after their freshman year.

Internships

Many ILR students decide to participate in the ILR Credit Internship Program, working in cities all over the country, typically during the junior year. Most sponsors expect that interns will have completed the introductory required courses before coming to work with them, so the junior year is the earliest opportunity to test out what's been learned in the classroom. The majority of ILR interns are located in either New York City, Washington, D.C., or the ILO in Geneva, Switzerland. Contact ILR's Off-Campus Programs office and visit Professor Clete Daniel's ILR Credit Internship web site at www.ilr.cornell.edu/creditinternships/.

Summer Internships

What is a summer internship? During the summer, a student who works in a job that is related to industrial and labor relations may find that the employer refers to that job as an internship. Their terminology differs from that used by ILR and Cornell to refer to credit-bearing internships. Academic credits earned: ILR considers an internship to be a learning experience engaged in during the academic year, for which students earn academic credit, are supervised by a faculty member, are evaluated, have a grade recorded, and pay tuition. With very few exceptions (the Clem Miller Scholarship, Saul Wallen internship, Chaim and Ida Miller Scholarship, all of which are summer support provided to selected ILR students) summer employment has little in common with the semester credit internship program. Approval is required in advance. Some companies tell students that they cannot be employed unless they receive academic credit for a summer internship. Cornell does not grant credit unless a student is registered, pays tuition, has a faculty supervisor, and is in a position approved for internship credit.

Programs in Washington

Two Washington programs are available to ILR students: the ILR Credit Internship Program and the Cornell in Washington program, sponsored through the College of Arts and Sciences.

ILR Credit Internship Program: Interns work approximately 30 hours per week for the 15 weeks of the semester, in ILR-related organizations approved by the ILR faculty. They also work on a research project related to their internship, which is graded by their ILR faculty supervisor. The credit hours that they earn are ILR elective credits. Internships are available in New York City and Washington, D.C., as well as other locations. Cornell in Washington interns find placement in practically any and every operation in Washington, work there about 20 hours per week, and attend Cornell classes taught in Washington by Cornell faculty members. Interns are expected to complete a major thesis project that is related to their course work and internship and for which they receive a grade.

Selecting a program: Most ILR students who wish to be interns in Washington, D.C., apply to the ILR Credit Internship Program. Occasionally, an ILR student identifies

an interest that cannot be met by the ILR program. The student may then apply to the Cornell in Washington program but will be expected to secure ILR faculty approval of his or her plans and academic eligibility before applying to the Cornell in Washington program.

Application procedure: Interested students are expected to discuss the program with Professor Daniel, ILR's academic coordinator for internships, before proceeding with applications.

Honors Program

Undergraduates who are ranked in the top 20 percent of their class at the end of the junior year may propose a two-semester research project, an honors thesis, for review by the Committee on Academic Standards and Scholarships. When approved, the candidate for graduation with honors works for two semesters (for 4 credits each semester) to research, write, and then defend the thesis.

Study Abroad

Students in ILR who plan to study in another country usually do so in the junior year, occasionally in the senior year. They may study in one of the programs that is sponsored by Cornell, in one sponsored by another institution and endorsed by Cornell, or in an approved externally sponsored program. Information about study abroad is available in OSS (146 Ives Hall) or the Cornell Abroad office (300 Caldwell Hall).

Students are expected to register for a full course load, the equivalent of 15 credit hours in a semester or 30 hours in a year, when they study abroad. Some courses will be the equivalent of general elective credit or distribution credit, but others may be accepted as ILR elective credit if evaluated and approved by the relevant ILR department chairs. A student may satisfy up to 9 hours of the ILR elective requirement in a single semester abroad and up to 15 hours in a year of foreign study.

Application for foreign study requires that the student meet the schedules of the program of interest and Cornell's schedule. Applications include tentative class schedules, recommendations from faculty members, approval of the application by an ILR faculty committee, essays, and transcripts. After being approved in ILR, the application is sent to the Cornell Abroad office and then to the program for which the student is applying. For more information, contact Kevin Harris, ILR study abroad coordinator, 146 Ives Hall, 255-2223, kfh4@cornell.edu, or the Cornell Abroad office, 300 Caldwell Hall, 255-6224, CornellAbroad@cornell.edu, www.cuabroad.cornell.edu/.

COLLECTIVE BARGAINING, LABOR LAW, AND LABOR HISTORY

R. Lieberwitz, chair (387A Ives Hall, 255-3289); M. Cook, J. Cowie, C. Daniel, I. DeVault, M. Gold, L. Gray, J. Gross, H. Katz, S. Kuruvilla, D. Lipsky, N. Salvatore, L. Turner

ILRCB 100(1100) Introduction to U.S. Labor History

Fall and spring. 3 credits. J. Cowie, C. Daniel, I. DeVault, and N. Salvatore. Introductory survey covering the major changes in the nature of work, the workforce, and the institutions involved in industrial relations from the late 19th century to the present.

ILRCB 201(2010) Labor and Employment Law

Fall and one sec in spring. 3 credits. M. Gold, J. Gross, R. Lieberwitz, and K. Stone. Survey and analysis of the law governing labor relations and employee rights in the workplace. The first half of the course examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half surveys the laws against discrimination based on race, religion, sex, national origin, age, and disability. Also serves as an introduction to judicial and administrative systems.

ILRCB 205(2050) Collective Bargaining

Fall and spring. 3 credits. M. Cook, H. Katz, D. Lipsky, S. Kuruvilla, R. Seeber, and L. Turner. Comprehensive introduction to industrial relations and collective bargaining in the United States; the negotiation, scope, and day-to-day administration of contracts; the major substantive issues in bargaining, including their implication for public policy; industrial conflict; the major challenges facing unions and employers today; U.S. industrial relations in international and comparative perspective.

ILRCB 301(3010) Labor Union Administration

Fall. 4 credits. Staff. Study and analysis of the structure and operations of American unions, including the complicated internal life of the organizations; the varied environments in which unions develop and grow or decline; the relationship of national unions, local unions, and members in the many different sections of internal union government; the ways in which unions are set up to handle organizing, collective bargaining, contract administration, and political activity; and the widespread movement toward merger and consolidation of unions that began in the sixties and continues today. All of these involve a study of union constitutions and other primary documents, in addition to secondary readings. Attention is given to relevant legislation, current problems of unions, and the eternal problems of attaining union democracy.

ILRCB 302(3020) Strangers and Citizens: Immigration and Labor in U.S. History

Fall or spring. 4 credits. I. DeVault. Explores immigrant workers' experiences in the 19th and 20th centuries from different perspectives. Students examine what it meant to the immigrants themselves to arrive as

strangers in the United States while also examining the ways in which preexisting American groups defined these immigrants as "strangers." Similarly, students look at U.S. citizens in their roles as greeters of immigrants, detractors of immigrants, and as models for the aspirations of immigrants. The main examples are taken from the industrial and union realms.

ILRCB 303(3030) Working-Class America in Mass Media and Popular Culture

Spring. 4 credits. J. Cowie.

Examines a variety of representations of working people found in commercial popular culture throughout the 20th century as a means to explore the ways in which history, memory, and politics are shaped through popular discourse. Uses sources as diverse as popular music, Hollywood movies, the mainstream press, and television sitcoms to understand the ideological and political influences on our pre-conceptions of workers, and how those forces influence our notions of authenticity, the historical experience, and the politics of social class.

ILRCB 304(3040) Seminar in American Labor and Social History

Fall or spring. 4 credits. Prerequisite:

permission of instructor. J. Cowie, C. Daniel, I. DeVault, and N. Salvatore.

Undergraduate seminar whose topic changes depending on semester and instructor.

ILRCB 305(3050) Introduction to Labor Arbitration and Alternative Dispute Resolution

Fall. 4 credits. J. Gross.

Introductory survey that focuses on the U.S. labor arbitration process in the private and public sectors (legal issues, discipline and discharge, contract language interpretation, remedies, and procedures) and on alternative dispute resolution systems in the United States and other countries. Student participation in class discussion is expected, and assignments include an original research paper.

ILRCB 306(3060) Recent History of American Workers: From the 60s through the 90s

Fall. 4 credits. J. Cowie.

Focuses on the social history of American workers and the role of organized labor in American life since the 1960s. Course themes often center on the complexities of social class in the United States. Topics include the transformations of liberalism, the civil rights and black power movements, the Vietnam War, the rise and fall of the New Left, industrial restructuring, the rise of neoconservatism, changes in civic identity, and sources of cultural conflict. Course ends with an examination of globalization, changes in the major political parties, the future of work, and prospects for social change.

ILRCB 307(3070) U.S. Business History Since the Civil War

Spring. 4 credits. R. Applegate.

Surveys the history of U.S. business enterprise since the establishment of a nationally unified political economy. Focuses on the corporation's emergence as the dominant form of business organization in the context of changing government-business relations. Students examine distinctive features of American business development—such as the preeminence of "big business," corporate governance by managerial hierarchies, and the multinational scope of corporate

operations—by exploring the circumstances of their creation, the private-sector limits of their reach, and their consequences for economic development and industrial relations.

[ILRCB 384(3840) Women and Unions (also FGSS 384(3840))]

Fall or spring. 4 credits. Not offered 2005–2006. I. DeVault.

Explores women's participation in the United States labor movement in the 19th and 20th centuries. Issues covered include women workers' relations with male-dominated union movements, the role of cross-class alliances of women in organizing women workers, interactions with radical parties and organizations, problems faced by women union leaders and activities, and others.]

ILRCB 385(3850) African American Social History, 1865 to 1910: The Rural and Urban Experience

Fall. 4 credits. N. Salvatore.

Examines the experience of black Americans from Emancipation through the experience of the first generation born after slavery. Topics include the changing nature of work; political organization and the rise of Jim Crow; protest, accommodation, and separatism; and the continued evolution of black social and cultural expression after slavery.

ILRCB 386(3860) African American Social History, 1910 to the Present: Race, Work, and the City

Spring. 4 credits. N. Salvatore.

Examines the experience of black Americans from the start of the Great Migration just before World War I. Topics include the effects of migration on work experiences and unionization patterns, the impact of depression and two world wars on black social structure and economic status, the growth of the Civil Rights movement, and the impact of migration and urbanization on a variety of social and cultural institutions.

ILRCB 400(4000) Union Organizing

Spring. 4 credits. Prerequisites: ILRCB 201 and 205; 500 and 501. K. Bronfenbrenner.

Explores various aspects of unions' attempts to organize workers: including why some workers join unions and others do not; strategy and tactics implemented by unions and management during organizing campaigns; present status of labor law as it affects organizing; creative approaches to union organizing; and the organizing model of unionism.

ILRCB 404(4040) Contract Administration

Fall. 4 credits. Prerequisites: ILRCB 205 and 201 or 500 and 501. K. Bronfenbrenner.

Focuses on the practice, nature, and challenges of union representation under collective bargaining agreements. Working with union contracts, constitutions, and by-laws from a diversity of national and local public and private sector agreements, the course examines how U.S. unions represent their members in different industries and different collective bargaining environments. Issues addressed include union representative/steward rights and responsibilities, contract enforcement structures and practice, access to information, new work systems, hours of work and scheduling, contingent staffing arrangements, workplace discrimination, health and safety, promotional opportunities, downsizing, leadership development, membership involvement and commitment, internal organizing, community coalition

building, and decertification campaigns. Students practice hands-on work in interpreting contract language and preparing and presenting grievances and unfair labor practices.

ILRCB 407(4070) Contemporary Trade Union Movement

Spring. 4 credits. Prerequisites:

undergraduates, ILRCB 100; graduate students, ILRCB 502. R. Seeber and R. Hurd.

Examination of contemporary trade union issues, including union power, political action, collective bargaining approaches, and organizing efforts. Covers structural, functional, and strategic aspects of contemporary unions. Speakers from the union movement address the class.

ILRCB 482(4820) Ethics at Work

Fall or spring. 4 credits. Prerequisite: junior or senior standing or permission of instructor. M. Gold.

Examines major theories of ethics, then applies them to issues in the employment relationship such as genetic screening of job applicants, random drug testing of employees, affirmative action, discipline for off-duty conduct, whistle-blowing, worker safety and cost/benefit analysis, comparable worth, strikes by employees providing crucial services, and crossing a picket line.

ILRCB 488(4880) Liberty and Justice for All

Fall or spring. 4 credits. Prerequisite: junior or senior standing or permission of instructor. M. Gold.

Examines major theories of ethics, then applies them to contemporary issues such as affirmative action and reverse discrimination, the right to life (from abortion to capital punishment), comparable worth, and constitutional rights such as freedom of speech.

ILRCB 495(4950) Honors Program

Fall and spring (yearlong). 4 credits each semester. Students are eligible for ILR senior honors program if they (1) are in the upper 20 percent of their class at end of junior year; (2) propose an honors project, entailing research leading to completion of a thesis, to an ILR faculty member who agrees to act as thesis supervisor; and (3) submit the project, endorsed by the proposed faculty sponsor, to Committee on Academic Standards and Scholarships.

Accepted students embark on a two-semester sequence. The first semester consists of determining a research design, familiarization with germane scholarly literature, and preliminary data collection. The second semester involves completion of the data collection and preparation of the honors thesis. At the end of the second semester, the candidate is examined orally on the completed thesis by a committee consisting of the thesis supervisor, a second faculty member designated by the appropriate department chair, and a representative of the Academic Standards and Scholarship Committee.

ILRCB 497–498(4970–4980) Internship

Fall and spring. 497, 4 credits; 498, 8 credits. Staff.

All requests for permission to register for an internship must be approved by the faculty member who will supervise the project and the chairman of the faculty member's academic department before submission for approval by the director of off-campus credit

programs. Upon approval of the internship, the Office of Student Services will register each student for 497, for 4 credits graded A+ to F for individual research, and for 498, for 8 credits graded S-U, for completion of a professionally appropriate learning experience, which is graded by the faculty sponsor.

ILRCB 499(4990) Directed Studies

Fall and spring. 4 credits.
For individual or group research projects conducted under the direction of a member of the ILR faculty, in a special area of labor relations not covered by regular course offerings. Sophomores, juniors, and seniors with a preceding semester of 3.0 semester average are eligible to submit projects for approval by the Academic Standards Committee. Students should consult with a counselor in the Office of Student Services at the time of CourseEnroll to arrange for formal submission of their directed study.

ILRCB 500(5000) Collective Bargaining

Fall. 3 credits. Prerequisite: graduate standing. Recommended: previous or concurrent enrollment in ILRCB 501. M. Cook, H. Katz, S. Kuruvilla, and L. Turner.
Comprehensive introduction to the industrial relations system of the United States. Covers the negotiation, scope, and day-to-day administration of contracts; union and employer bargaining structures; implications of industrial relations issues for U.S. competitiveness and public policy; industrial conflict; and U.S. industrial relations in international and comparative perspective.

ILRCB 501(5010) Labor and Employment Law

Fall. 3 credits. Prerequisite: graduate standing. L. Compa, M. Gold, and R. Lieberwitz.
Survey and analysis of the law governing labor relations and employee rights in the workplace. The first half of the course examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations for and enforcement of collective bargaining agreements, and the use of economic pressure. The second half surveys additional issues of rights in employment, including such topics as employment discrimination, the developing law of "unjust dismissal," and union democracy. Also serves as an introduction to judicial and administrative systems.

ILRCB 502(5020) History of Industrial Relations in the United States since 1865

Fall or spring. 3 credits. Prerequisite: graduate standing. J. Cowie, C. Daniel, I. DeVault, and N. Salvatore.
Introductory survey course emphasizing historical developments in the 20th century. Special studies include labor union struggles over organizational alternatives and such other topics as industrial conflicts, working-class lifestyles, radicalism, welfare capitalism, union democracy, and the expanding authority of the federal government.

ILRCB 504(5040) The U.S. Industrial Relations System

4 credits. Offered only in New York City for M.P.S. program. Staff.
Examines the development, operation, and outcomes of the U.S. industrial relations

system in a comparative context. Specifically, the course contrasts the American experience with industrial relations institutions and outcomes with the experience of several other countries in Europe and Asia. Students look at the process of union formation, the practice of collective bargaining at different levels, the methods of dispute resolution, and the legal regime germane to industrial relations. The course also focuses on both processes and outcomes of different country systems, focusing on the degree of collaboration or conflict, wage levels and wage inequality, and practices in different industries and firms. Finally the role played by industrial relations and human resource policy in economic and social development in these nations is addressed.

ILRCB 602(6020) Arbitration

Fall and spring. 4 credits. Limited to 21 students. Prerequisites: ILRCB 201, 205, 500 and 501. J. Gross and R. Lieberwitz.
Study of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of a mock arbitration hearing, and the preparation of arbitration opinions and post-hearing briefs.

ILRCB 603(6030) The Economics of Collective Bargaining in Sports

Fall or spring. 4 credits. L. Kahn.
Surveys economic and industrial issues in the sports industry. Topics include salary determination, including free agency, salary caps, salary arbitration; competitive balance and financial health of sports leagues; antitrust issues in sports; labor disputes, union history, and contract administration issues in sports leagues; discrimination in sports; and performance incentives.

ILRCB 605(6050) Readings in the History of Industrial Relations in the United States

Fall. 4 credits. Prerequisite: senior or graduate standing. C. Daniel and N. Salvatore.
Intensive seminar covering original printed sources and scholarly accounts for different periods in American history.

ILRCB 606(6060) Theories of Industrial Relations Systems

Fall or spring. 4 credits. Prerequisite: senior or graduate standing; ILRCB 100, 205, 500. H. Katz.
Traces the evolution of theory and research on industrial relations. Topics include theories of the labor movement; institutional models and evidence regarding what unions do; the origins of internal labor markets and their relationship with unionization; models of strikes; empirical assessments of arbitration; research on union decline; and empirical evidence of the impacts of new technology.

ILRCB 607(6070) Values in Law, Economics, and Industrial Relations

Fall and spring. 4 credits. Limited to 21 students. Prerequisites: ILRCB 201, 205, 500, 501. J. Gross.
Examination of the often hidden values and assumptions that underlie the contemporary U.S. systems of employment law, work and business, and industrial relations. Classroom discussions and student research projects use novels and short stories (as well as the literature of industrial and labor relations) to focus on issues such as discrimination; law,

economics, and the state; work and business; power, conflict, and protest; and rights and justice.

ILRCB 608(6080) Sex Discrimination and the Law

Fall or spring. 4 credits. Prerequisites: ILRCB 201, 501, or permission of instructor. R. Lieberwitz.
Lec 01—Examines various legal issues relevant to discrimination on the basis of sex. Problems analyzed include sexual harassment, pornography, reproductive rights, prostitution, work-family conflict, inequality in employment opportunities, gay and lesbian rights, welfare rights, and affirmative action.

ILRCB 608(6080) Collective Bargaining Simulation

Fall. 4 credits. Limited to 18 students. Prerequisite: junior, senior, or graduate standing. Recommended: previous or concurrent enrollment in collective bargaining theory and labor law course. Attendance at first class mandatory. Up to two required evening extended bargaining sessions. H. Kramer.
Lec 04—Students prepare for and participate in a simulated negotiation between a hypothetical corporation and a hypothetical union in a typical big company with mid-size single site bargaining unit context. Students are assigned, usually in line with preferences, to either a management or union bargaining team. The course stresses the negotiation process over settlement or substantive outcomes. Negotiation problems are as real life as possible, constrained by student time needs and with attention given to dynamic legal, political, economic, and communications concerns as well as power, information, and time factors. Participants plan for negotiations, reach agreements in principle and negotiate language, bargain wages, pensions, health care and noneconomic items in the context of a company and union with an established contract, policies, and culture. This is a hands-on program with active participation essential.

ILRCB 608(6080) Labor and Employment Law and Immigrant Workers in the United States

Fall. 4 credits. Prerequisites: ILRCB 201, 502. L. Compa.
Lec 05—Immigrant workers have surged into the U.S. labor force in recent years, creating new problems and new agendas for the labor law system. This course examines labor and employment law developments affecting documented and undocumented immigrant workers. Because labor economics and immigration policy obviously set the framework for legal developments, some early classes and assignments address these issues. Most of the course is then devoted to federal and state legislation and case law on immigrant workers, focusing on labor and employment matters rather than immigration law as such.

ILRCB 610(6011) Negotiation: Theory and Practice

Fall or spring. 4 credits. Prerequisites: ILRCB 205 or 500, background in economics and social sciences, or permission of instructor. D. Lipsky and R. Seiber.
Deals with negotiation and bargaining, focusing on process, practice, and procedures. Focuses on the use of negotiation and bargaining to resolve conflicts and disputes between organizations and groups. Discusses various

theories of negotiation, including conventional, "positional" bargaining, interest-based bargaining, the use of power in negotiation, and game theoretic approaches to bargaining. Examples, cases, and exercises are used to illustrate general principles. This is a generic negotiation course and thus does not deal with labor relations nor does it focus on any particular type of negotiation. Rather, it examines negotiation and bargaining generally, using examples drawn from several contexts, including employment relations, environmental disputes, real estate transactions, and other settings.

ILRCB 611(6012) Managing and Resolving Conflict

Fall or spring. 4 credits. Prerequisites: ILRCB 205, 500, background in economics and social sciences, or permission of instructor. D. Lipsky and R. Seeber.

Deals principally with managing and resolving workplace conflicts but also covers conflict resolution outside the workplace. Does not focus on the use of mediation and arbitration within collective bargaining but examines the use of these techniques and others outside collective bargaining and in nonunion settings. Covers two related topics: (1) third-party dispute resolution, including alternative dispute resolution. Among the dispute resolution techniques discussed are mediation, arbitration, fact-finding, facilitation, mini-trials, early neutral evaluation, peer review, and the ombuds function; (2) conflict management in organizations, including the recent development of conflict management systems. The course reviews the factors that have caused the growth of ADR and conflict management systems in the workplace, and it explores the implications of these recent developments for our system of justice.

ILRCB 650(6013) Service Work and Workers in Historical Perspective

Fall or spring. 4 credits. I. DeVault.

Takes a historical perspective on the development of a service economy in the United States. Readings include general and theoretical works, but the main focus is recent historical scholarship on specific occupations and situations in the "nonproductive" workforce. Students explore primary sources for research on the subject and write research papers.

ILRCB 651(6014) Industrial Relations in Transition

Spring. 4 credits. Prerequisite: senior or graduate standing. H. Katz.

Considers whether recent developments such as concession bargaining, worker participation programs, and the growth of nonunion firms represent a fundamental transformation in industrial relations practice. Reviews recent research and new theories arguing that such a transformation is occurring, including the work of Piore and Sabel, Bluestone and Harrison, and Kochan, McKersie, and Katz. Also reviews the counterarguments and evidence put forth by those who believe no such transformation is under way. Course material focuses on industrial relations practice in the private sector in the United States, although some attention is paid to developments in Western Europe, the United Kingdom, and Japan.

ILRCB 655(6014) Employment Law I

Fall. 4 credits. Prerequisites: ILRCB 201, 501, or permission of instructor. Attendance and participation mandatory. May be taken either before or after ILRCB 656. L. Adler.

Takes a similar approach to ILRCB 656, but the subject matter differs. Topics include employment at will and its exceptions; the role of the Constitution in the U.S. workplace; the law of electronic and traditional privacy at work; and the slowly evolving rights of contingent workers in the old and new economies. One study reviews primarily federal and state court decisions and focuses upon the way that employees' rights are advanced or constricted by law. There are considerable reading responsibilities.

ILRCB 656(6016) Employment Law II

Spring. 3 credits. Prerequisites: ILRCB 201, 501, or permission of instructor. Attendance and class participation mandatory. May be taken either before or after ILRCB 655. L. Adler.

Takes a similar approach to ILRCB 655, but the subject matter differs. Topics include the meaning and validity of preemployment arbitration agreements; the critical distinctions in the status and thus the rights of employees, independent contractors, and contingent workers; what rights the working poor, the homeless, and workfare individuals have on the "job;" and the origin and application of the workers' compensation laws that apply when people are injured or contract disease from their work. One study reviews primarily federal and state court decisions and focuses on the way that employees' rights are advanced or constricted by the law. There are considerable reading responsibilities.

ILRCB 681(6810) International Labor Law

Fall or spring. 4 credits. Prerequisites: undergraduates, ILRCB 201; graduate students, ILRCB 501. Fulfills ILRIC distribution requirement for ILR students. L. Compa.

Examines labor rights and labor standards in a world economy regulated by bilateral and multilateral trade agreements, in a context of sharp competition among countries and firms. Readings and discussions focus on the intersections of labor, human rights, and international trade law and policy in this new global economic context. A prior course in a related topic may be helpful but is not required—the first classes are meant to establish a foundation in each area. While labor law is a unifying theme, the course is more policy-oriented than legalistic. After the introductory classes on labor rights, human rights, and trade, the focus turns to a series of topics that reflect the links between labor rights and trade.

ILRCB 683(6830) Research Seminar in the History of Industrial Relations

Fall or spring. 4 credits. Prerequisites: ILRCB 100, 502. J. Cowie, C. Daniel, I. DeVault, and N. Salvatore.

Areas of study are determined each semester by the instructor offering the seminar.

ILRCB 684(6840) Employment Discrimination and the Law

Fall or spring. 4 credits. Prerequisite: ILRCB 201/501 or equivalent. M. Gold and R. Lieberwitz.

Examines the laws against employment discrimination based on race, color, religion, sex, national origin, age, and disability.

ILRCB 686(6860) Collective Bargaining in the Public Sector

Fall or spring. 4 credits. Prerequisites:

ILRCB 205 and 201; 500 and 501. H. Katz.

Examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. Considers the variety of legislative approaches to such matters as representation rights, unfair practices, scope of bargaining, impasse procedures, and the strike against government along with implications of collective bargaining for public policy and its formulation.

ILRCB 687(6870) Introduction to Labor Research

Spring. 4 credits. Limited to 20 students.

K. Bronfenbrenner.

Designed to provide students interested in the labor field with the skills necessary to understand and use social science research as it relates to the labor movement. The course's four major goals are to (1) develop the skills to critically evaluate a wide variety of research relating to unions and the workplace; (2) introduce a number of both quantitative and qualitative research techniques used by unions and those who study the labor movement; (3) familiarize students with the broad range of library and computer resources that can be used for labor and corporate research; and (4) provide students with an opportunity to design and conduct a research project for a national or local union.

ILRCB 689(6890) Constitutional Aspects of Labor Law

Fall or spring. 4 credits. R. Lieberwitz.

In-depth analysis of the Supreme Court decisions that interpret the United States Constitution as it applies in the workplace. Focuses on the First Amendment, Fifth Amendment, Fourteenth Amendment, and Commerce Clause, with issues including freedom of speech and association, equal protection, due process, and other issues in the area of political and civil rights. The course entails a high level of student participation in class discussion, and assignments include a research paper.

ILRCB 703(7030) Qualitative Research Methods in Industrial Relations and Human Resources

Spring. 4 credits. Prerequisite: M.S. and Ph.D. students; ILRCB 500. Recommended: statistics course beyond level of ILRST 510. S. Kuruvilla.

Advanced doctoral seminar that focuses on the philosophy of inquiry, generally, as well as the various paradigms governing research on work. The course further focuses on selected qualitative research methods used in research in industrial relations, human resource management, and organizational behavior.

ILRCB 705(7050) The Economics of Collective Bargaining

Spring. 3 credits. Prerequisites: ILRCB 500, ILRLE 540 or equivalents and an understanding of multiple regression analysis; or permission of instructor. Staff.

Focuses on both the economic analysis of unions and collective bargaining in our economy and the economic forces that affect collective bargaining. The method is

to identify and conceptualize the structural determinants of relative bargaining power. On this basis, the course examines both the economic outcomes of collective bargaining and current bargaining trends in a variety of industries. Tentative theoretical analyses of unionism (neoclassical, institutionalist) are compared. The statistical techniques and empirical results of research on the union effect on economic outcomes (wages, prices, inflation, profits, productivity, earnings inequality) are also evaluated. The effect of technology, corporate structures, and public policy on union bargaining power is outlined, and a number of case studies of collective bargaining in the private sector are reviewed. A term paper is required.

ILRCB 706(7060) Labor in Global Cities

Fall. 3 credits. L. Turner
Examines urban and labor literature, targeting selected cities to assess union influence and strategies in local politics, organizing, and coalition building. Each student chooses a city of particular interest and becomes an expert on that city's key unions, political actors, and corporations. The idea is to develop overall pictures of new union vitality (if and where it exists) based not only on particular unions, industries, and nations but also on regions, coalitions, and local politics.

ILRCB 708(7080) Negotiations in Practice

Fall. 3 credits. S. Kuruvilla.
Provides opportunities for students to develop their negotiating abilities for use in organizational and other settings. The course is premised on the assumption that negotiating concepts are best learned through practice that is grounded in rigorous analysis and reflection. While theoretical principles and concepts from various reference disciplines (e.g., social psychology, sociology, and economics) are presented through lectures and readings, this course focuses primarily on improving practical skills. Participants learn not only to enhance their individual abilities in dyadic and group situations but also to analyze contexts for the most effective application of these skills.

ILRCB 783(7081) Seminar in American Labor History (also HIST 683[6830])

3 credits. Prerequisite: graduate standing and permission of instructor. N. Salvatore.
Explores the relationship of scholarly biographical writing to the field of American social history. More and more historical biographies look to incorporate social analyses at the center of their biographical structures. Students read, discuss, and analyze the varied strengths and weaknesses of a number of these efforts. The author's understanding of the play between biographical subject and the larger social context, and its meaning for the structure of the book, are a point of inquiry that encourages numerous approaches and interpretations. A research paper is required.

ILRCB 790(7900) ILR M.P.S. Program

Fall and spring. 1-9 credits. Staff.
Supervised research only for those enrolled in the ILR M.P.S. program.

ILRCB 798(7980) Internship

Fall and spring. 1-3 credits.
Designed to grant credit for individual research under direction of a faculty member by graduate students who have been selected for an internship. All requests for permission to register for ILRCB 798 must be approved

by the faculty member who will supervise the project.

ILRCB 799(7990) Directed Studies

Fall and spring. Credit TBA.
For individual research conducted under the direction of a member of the faculty.

ILRCB 980(9800) Workshop in Collective Bargaining, Labor Law, and Labor History

Fall and spring. 2 credits. Prerequisite: M.S. and Ph.D. candidates in department. S-U grades only. Staff.

Provides a forum for the presentation of current research being undertaken by faculty members and graduate students in the Department of Collective Bargaining, Labor Law, and Labor History, and by invited guests. All M.S. and Ph.D. candidates in the department who are at work on their theses are strongly urged to enroll. Each student is expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of his or her thesis research.

HUMAN RESOURCE STUDIES

L. Dyer, chair (393 Ives Hall, 255-8805);
R. Batt, B. Bell, J. Bishop, V. Briggs,
C. Collins, K. Hallock, J. Hausknecht, L. Nishii,
Q. Roberson, S. Snell, W. Wasmuth, P. Wright

ILRHR 260(2600) Human Resource Management

Fall. 3 credits. Prerequisite: ILR students or permission of instructor. Staff.
Intended to introduce students to the field of human resource management (HRM). Students learn theories and applications involved in effectively managing people in organizations. In addition, this course covers current topics in HRM that have resulted from environmental and organizational challenges, e.g., technology, globalization, legislation, restructuring, work/life balance, changing labor markets, and so on. Emphasis is placed on developing relevant problem solving and critical thinking skills, as the basic concepts of HRM and the skills developed in this course are applicable to all types of organizations and jobs in which students will eventually work.

ILRHR 266(2660) Essential Desktop Applications

Fall, spring, and summer. 2 credits. Limited enrollment. C. Homrighouse.
Provides skills in the use of personal computers that run the Windows operating system. Covers the basics and time-saving techniques for Windows, Lexis Nexis, and Microsoft Excel, Access, and PowerPoint. Emphasizes hands-on experience and development of PC-based solutions by using examples that address human resource and other practical real-world issues. The skills developed in this course are useful prerequisites for several elective courses in human resource management and essential in the 21st-century workplace.

ILRHR 360(3600) Human Resource Economics and Public Policy

Fall and spring. 4 credits. Prerequisite: sophomore, junior, or senior standing. V. Briggs and J. Bishop.
Review of labor-market trends, data collection systems, and theories pertaining to public

efforts to develop the employment potential of the nation's human resources and to combat unemployment. Examines the major segments of the nation's educational training enterprise (e.g., public education, higher education, employer-provided training, apprenticeship, and special training programs for the economically disadvantaged). Also covers policies issues pertaining to welfare reform, direct job creation, worker relocation, economic development, and targeted tax credits.

ILRHR 362(3620) Career Development: Theory and Practice

Fall, spring, seven weeks. 2 credits.
Limited to 30 students. S-U grades only.
L. Gasser.

Covers the components of career management, individual factors, and organizational realities in the development of both careers and organized programs for career management. Two complementary learning tasks are required: information-gathering for career decision making based on self-assessment activities, and comprehension of organizational circumstances and practices encountered as careers develop. Grades are based on short writing assignments and a research paper.

ILRHR 367(3670) Employee Training and Development

Fall. 4 credits. Prerequisite: ILRHR 260.
B. Bell.

Faced with increasing competition, globalization, technological complexities, and dynamic labor markets, firms increasingly are struggling to determine the best approaches to training and developing their workforces. This course introduces the issues, concepts, and processes with which firms are wrestling, as well as specifics on planning, designing, implementing, and evaluating training and development programs. After completing this course, participants should be able to conduct a needs assessment, evaluate employee readiness, evaluate the strengths and weaknesses of various training and development techniques, solve transfer of learning problems, and design evaluation procedures.

ILRHR 456(4600) International Human Resource Management

Fall. 4 credits. Prerequisite: ILRHR 260 or equivalent. L. Nishii.
Illustrates how cultural context affects the structure and implementation of HR practices. The first part focuses on comparative human resource management or the study of how HRM differs across cultures, with a primary emphasis on comparing American HRM practices with those in East Asia and a secondary focus on Western European HRM practices. Class readings and discussions are grounded in theories of cultural variation. The second part focuses on IHRM, or the HRM issues facing multinational corporations. Topics include expatriation and repatriation, global leadership, compensation, and training.

ILRHR 461(4610) Working in the New Economy: The Sociology of Work

Spring. 4 credits. R. Batt.
Seminar that draws on qualitative studies of the workplace to examine how workers and managers are affected by changes in technologies, business strategies, labor markets, and other external factors. What dilemmas and conflicts emerge, how are they managed, and what are their outcomes?

Readings cover firsthand accounts of people's experiences in a wide range of occupations and industries, including professional, service, and factory workers.

ILRHR 462(4620) Staffing Organizations

Spring. 4 credits. C. Collins and J. Hausknecht.

Seminar designed to provide an overview of the processes by which organizations staff positions with both internal and external applicants. Through a combination of lectures, cases, and projects, the course covers theory, research, and legal foundations that inform organizational staffing actions. Topics include staffing strategy and context, measurement of staffing effectiveness, job/competency analysis, human resource planning, recruitment and job choice, retention, and internal and external selection practices.

ILRHR 463(4630) Diversity and Employee Relations

Fall. 4 credits. Q. Roberson.

Designed to provide an opportunity for students to understand the importance of, and develop competencies for, promoting organizational justice and building inclusive work environments. The first half of the course focuses on identifying differences and similarities in the experiences, needs, and beliefs of people from diverse backgrounds as well as assisting students in developing sensitivity to such differences. The second half focuses on stimulating critical thinking regarding the management of diversity and employee relations in organizations as well as increasing students' knowledge of HR policies and practices designed to manage these issues effectively. To achieve these goals, the course uses an experiential design that includes readings, exercises, cases, and class discussion.

ILRHR 464(4640) Business Strategy

Fall. 4 credits. C. Collins.

Integrative course focusing on strategic management. The main purpose is to provide an opportunity for students to study and analyze issues associated with strategic thinking in complex business situations, top management decision making, and the functions of corporations as a whole. Allows students to bring together all of the functional skills they have learned in other business or related classes (e.g., marketing, accounting, finance, human resources) and to apply this knowledge to business problems faced by top management in existing organizations. Class format includes lectures and case studies.

ILRHR 465(4650) Globalization at Work

Spring. 4 credits. R. Batt.

Seminar that examines how firms are responding to globalization and compares the strategies and outcomes of restructuring in manufacturing and service enterprises. While globalization has been a continuing phenomenon in manufacturing, recent changes in multilateral agreements, advances in information technology, and market deregulation have led to a process of globalization in service activities as well. Outcomes for firms, employees, consumers, and unions are examined.

ILRHR 468(4680) Human Resources Management Simulation

Fall, seven weeks. 2 credits. Limited to 30 students. Prerequisite: junior or senior standing; ILRHR 260 or equivalent. Regular attendance mandatory. W. Wasmuth.

Uses a simulation model and an open-systems approach as means to enhance students' skills in strategic planning and managerial decision making. Attention is given to the implications and efforts of strategic human resource managerial and supervisory decisions as measured by 10 organizational performance indicators, including quality of work life, employee productivity, customer satisfaction, employee retention, internal control, and the bottom line. Each student is assigned to a group (team) of five members and must be committed to the work of that group. An individual research paper is also required.

ILRHR 469(4690) Immigration and the American Labor Force

Spring. 4 credits. V. Briggs.

Assesses the role that immigration policy plays as an instrument of human resource development in the United States. Places immigration policy in an evolutionary context but gives primary attention to the post-1965 revival of mass immigration. In addition to legal immigration, policies pertaining to illegal immigration, border commuters, "maquiladoras," refugees, asylees, and nonimmigrant workers are examined. Comparisons are also made with immigration systems of other nations.

ILRHR 495(4950) Honors Program

Fall and spring (yearlong). 4 credits each semester.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRHR 497-498(4970-4980) Internship

Fall and spring. 4 and 8 credits.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRHR 499(4990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRHR 560(5600) Human Resource Management

Fall and spring. 3 credits. Prerequisite: graduate standing. Staff.

Survey course covering the major areas of the management of human behavior in work organizations. Consideration is given to aspects of strategic human resource management such as staffing, training and development, performance management, compensation, and employee relations. Emphasis is on exploring these issues from both strategic and tactical levels to increase organizational effectiveness.

ILRHR 564(5640) Human Resources Management in Effective Organizations

Fall or spring. 4 credits. Offered only in New York City for M.P.S. program. Staff.

Offers students the opportunity to become better prepared to make effective decisions about human resources. Successful organizations depend on people, their human resources. The first module examines strategic human resource management and the effects of HR decisions on organization success and fair treatment of people. The second module focuses on alternative systems used to staff and develop people. The third module focuses on compensating and rewarding people. The final module includes employee relations and alternative work systems. Case and field studies are used throughout the course.

ILRHR 653(6601) Research on Education Reform and Human Resource Policy

Spring. 4 credits. J. Bishop.

State and local efforts to improve K-12 education are employing a variety of (sometimes contradictory) reform strategies. This research seminar critically examines the case that is made for (and against) each of the major reform proposals and review studies that provide objective evidence on their effectiveness. The education reform strategies examined include vouchers, charter schools, small schools, career academies, direct instruction versus discovery learning, extending the school day and year, better preparation and selection of new teachers, better professional development, ending tenure, merit pay, state standards and school accountability, ending social promotion, and externally set end-of-course examinations.

ILRHR 654(6602) Introduction to HR Information Systems

Fall, seven weeks. 1 credit. Prerequisite: ILRHR 266 or equivalent; use of Access or similar database package for at least data entry and report generation. S-U grades only. C. Homrighouse.

Focuses on understanding how and why human resource information systems are developed, maintained, and managed. A database is designed from the ground up, beginning with basic instruction on the need for and how to create a relational database. Once the initial design is in place, the data are manipulated to create reports, forms, and queries to assist in human resource decisions. The course examines ways to make databases efficient and consistent. Production database systems such as PeopleSoft also are reviewed and used. All instruction is hands-on and supplemented with assigned readings and guest lecturers.

ILRHR 660(6600) HR Leadership: Views from the Top

Fall. 4 credits. Limited to 30 students. Prerequisites: ILRHR 260/560 or equivalent, senior or graduate standing, and permission of instructor. L. Dyer.

Hands-on course offering students a unique opportunity to learn about strategic business and human resource issues from the perspectives of senior HR executives. Five chief human resource officers (CHROs) from major corporations meet with the class for lively give-and-take sessions on subjects of strategic and topical interest to their organizations. Before their visits, teams prepare background papers on the speakers, their companies, and their topics. Students discuss these papers before the visits to assure readiness to address the issues at hand when the CHROs arrive. During the visits the teams host the CHROs and usually have an opportunity to interact informally with them. After the visits, the teams revise their background papers into white papers that reflect insights gleaned from their research and discussions. Subsequently, all five white papers are assembled in a book that is shared with the CHROs and others.

ILRHR 661(6610) Applied Personal and Organization Development

Fall. 4 credits. Prerequisite: senior or graduate standing. C. Warzinski.

Experiential course that deals with OD and its role in the organizational change process. Combines the opportunity for hands-on practice in a workshop setting. Students

are responsible for researching and writing a paper that examines a specific method, technique, or critical issue; preparing an in-class demonstration/presentation illustrating applications of a chosen subject; and completing a final project requiring a comprehensive proposal that describes an appropriate and logically supported intervention strategy.

ILRHR 662(6620) The Agile Enterprise: Exploring the Dynamics of Marketplace and Organizational Agility

Fall. 4 credits. Prerequisites: ILRHR 260/560 and additional course work in business and human resource strategy. L. Dyer. Increasingly, dynamic external environments are encouraging active experimentation with new (i.e., nonbureaucratic) organizational paradigms. One such paradigm is the agile enterprise. This course explores the dynamics of the agile enterprise with particular emphasis on underlying justification and rationale, approaches to pursuing marketplace agility, and infrastructure designs and human resource strategies, as well as new approaches to leadership. But learning about the agile enterprise is one thing, learning to operate and live in one is another. Thus this course is mostly experiential and is conducted as much like an agile enterprise as is possible in an academic setting. In pursuit of a vision and armed with a few basic principles, students learn to self-organize and function autonomously, albeit with accountability, and to use their experiences to enhance their, and others', learning about the pluses and minuses of life in an agile enterprise.

ILRHR 663(6630) Managerial Financial Analysis

Fall. 4 credits. Prerequisite: ILRHR 560 and one statistics course or permission of instructor. Q. Roberson. Intended for students with limited knowledge of accounting and finance who want a better understanding of financial statements and measures that are affected directly or indirectly by the HR function. Provides a comprehensive introduction to financial statement and cash flow analysis with the goal of teaching students to compare firms' historical, current, and prospective financial condition and performance. Examines the basic concepts of accounting, major groups of accounts, financial statements that make up a company's annual report, and commonly used financial ratios.

ILRHR 664(6640) HR Online Research and Reporting Methods for Executive Decision-Making

Spring. 4 credits. Limited to 20 students. Prerequisite: ILRHR 560/260 or equivalent. S. Basefsky. Designed to develop key HR competencies and skills for researching and presenting information necessary for executive decision-making. Includes a comprehensive overview of primarily web-based resources available to HR executives. Emphasizes hands-on training in the best techniques and methods for extracting conceptual frameworks, checklists, best practices, competitive intelligence, legal information, statistical data, and academic research on topics of current interest to industry. Interviewing skills, report writing and presentation methods are imparted. Following five weeks of intense information instruction and hands-on experience, students

act as consultants in a combined classroom and workplace setting as they work on special projects and topics posed by HR executives of primarily Fortune 500 companies. These team-based assignments give students exposure to different companies, their cultures, and executives while providing real work experience.

ILRHR 665(6650) Business Strategy and Human Resources

Fall. 4 credits. Limited enrollment. Prerequisite: ILRHR 260/560; three other courses in human resource studies; permission of instructor. P. Wright. In this capstone course in HR studies, students integrate the theories and practices learned in other courses, to explore the linkages between business strategy and HRM. Extensive fieldwork is involved. The field projects are designed to make students explore and understand business strategy and draw upon and integrate their course work in HR staffing, training and development, compensation and rewards, and new work systems.

ILRHR 666(6660) Strategic HR Metrics

Spring. 4 credits. Prerequisites: ILRHR 260/560 or equivalent, one statistics course, one elective in HR studies. B. Wright. The search for the ideal strategic HR metrics misses the larger issue of taking a more analytical approach toward HR decision making. Analytics requires understanding the process through which knowledge is gained, and then applying the tools and techniques to gather and analyze the right kind of data relevant to the question at hand. This course covers topics such as philosophy of science, theory development, research methodology, data analysis and interpretation as well as data and practices commonly used to assess the effectiveness of HR activities. Consequently, the class simultaneously addresses the types of information needed for HR decision making, as well as the processes and techniques necessary to gather, integrate, and analyze the data.

ILRHR 667(6670) Diversity and Inclusion in Organizations

Spring. 4 credits. Prerequisite: ILRHR 260/560 or permission of instructor. Q. Roberson. Explores diversity management in organizations. The primary goals are to increase students' knowledge of strategic and tactical uses of HR practices and policies to effectively manage organizational diversity issues and to create inclusive work climates. In addition, the course aims to develop students' skills in the practical management of diversity, particularly linking diversity strategy to business strategy and developing diversity initiatives to help improve organizational competitiveness and enhance bottom-line outcomes.

ILRHR 668(6680) Staffing Organizations

Spring. 4 credits. Prerequisites: ILRHR 260/560, one statistics course, or permission of instructor. C. Collins and J. Hausknecht. Seminar providing an overview of the processes by which organizations staff positions with both internal and external applicants. Because staffing is one of the primary human resource activities, it is critical for human resource professionals to understand how theory, research, and legal foundations can inform staffing decisions.

Therefore, this course focuses on theories, research, policies, and practices concerning job recruitment and selection. Topics include staffing strategy and context, measurement of staffing effectiveness, job/competency analysis, human resource planning, recruitment and job choice, and internal and external selection practices.

ILRHR 669(6690) Managing Compensation

Spring. 4 credits. Limited to 30 students. Prerequisites: ILRHR 260/560 or equivalent, ILRHR 266 and basic statistics or permission of instructor. Staff. Focuses on managing employee compensation in contemporary organizations. The major objectives are to examine the current state of compensation decision making, to examine how recent theoretical and research developments inform compensation decisions, and to offer students an opportunity to develop competencies in making compensation decisions.

ILRHR 690(6900) Comparative Human Resource Management

Fall. 4 credits. Prerequisite: ILRHR 260/560 or permission of instructor. L. Nishii. Provides students with an understanding of the complexities associated with international human resource management. The central theme of the course is to identify whether and in what ways HRM practices need to be adapted across cultures to be effective. Course material reflects a focus on comparing American HRM practices with those in East Asia and Western Europe. In addition, the major topic areas of concern to IHRM managers are covered, including the selection, training, compensation, and performance management of international managers (expatriates), coordination across subsidiaries of a company, the development and tracking of global leaders, and cross-cultural communication and negotiation.

ILRHR 693(6930) Training and Development in Organizations

Spring. 4 credits. Prerequisite: ILRHR 260/560 or permission of instructor. B. Bell. Acquaints students with aspects of learning in organizations. Begins by discussing organizational learning and then focuses more narrowly on specific ways in which learning is achieved through the training and development functions. Topics include how learning is linked to organizational strategy, how to determine that training is needed, issues regarding the design of training programs, current training techniques, evaluation strategies, and management development practices.

ILRHR 694(6940) Competing in Services: Management, Marketing, and HR Strategies

Spring. 4 credits. Prerequisites: HR 560 or equivalent; permission of instructor. R. Batt. Examines alternative service management strategies and outcomes, with particular focus on customer relationship management. Priority is given to analyzing the relationship between business strategy, marketing, customer segmentation, organizational structures, and human resource practices. Student projects focus on critical analysis of service management in particular companies and settings, using live cases where possible.

ILRHR 695(6950) Education, Technology, and Productivity

Fall. 4 credits. J. Bishop.

This seminar investigates the nexus between the education and training in schools and at the workplace and the technological progressiveness, productivity, and competitiveness of firms, individuals, and nations. Students investigate how technological progress is changing the nature of work and what this implies for reform of education and training; how education and training contribute to growth and competitiveness; why educational achievement has declined; and how the responsibility for education and training should be apportioned among individuals, firms, private nonprofit organizations, and government.

ILRHR 696(6960) Knowledge Management

Fall. 4 credits. Prerequisite: senior or graduate standing. S. Snell.

Designed to acquaint students with the systems and strategies used to manage a firm's intellectual capital. Focuses on foundation concepts and frameworks related to intellectual capital (human, social, and organizational), knowledge management, and HRM. Discussions cover both the point of view of the organization (e.g., competitive challenges, core competencies) and the employees (e.g., psychological contracts, employment relationships). Ultimately, the goal is to integrate these views to develop a framework of how both the organization and the individual maximize value. The course also explores the processes that drive knowledge management. In particular, students focus on how firms create, transfer, and integrate knowledge to support learning and innovation. Discusses the managerial methods that support knowledge processes and cover various models and frameworks for integrating elements of knowledge management and intellectual capital.

ILRHR 697(6970) Special Topics in Resource Studies

Fall or spring. 4 credits. Staff.

Areas of study are determined each semester by the instructor offering the seminar.

ILRHR 698(6980) International Human Resource Policies and Institutions

Spring. 4 credits. J. Bishop.

Comparative study of human resource policies and institutions in Western Europe, North America, Japan, and East Asia (with special emphasis on math and science education) and of the effects of these institutions on productivity, growth, and equality of opportunity. The institutions studied include primary and secondary education, apprenticeship, employer training, and higher education. Data on the consequences of policies are presented and an effort made to understand how human resource policies and institutions have contributed to the rapid growth and low levels of inequality in Europe and East Asia. An important focus of the course is understanding the causes of the low levels of achievement of American high school students relative to their counterparts abroad.

ILRHR 699(6990) Advanced Desktop Applications

Spring. 1 credit. Prerequisite: ILRHR 266 or significant experience (two to four years) using office applications. Letter grades only. C. Homrighouse.

Explores advanced topics for common desktop applications including Windows,

Word, Excel, Access, PowerPoint, and basic HTML. The course is designed based on student input and instructor recommendations, covering those subjects that students feel would be most useful and relevant in the job market. Examples of areas include working with tables, columns, or sections in Word; pivot tables in Excel; taking a PowerPoint presentation "on the road"; and using join tables to create relationships in Access.

ILRHR 760(7600) Seminar in Human Resource Studies

Fall or spring. 3 credits. Prerequisites:

ILRHR 560, ILRST 510/511, and ILRHR 669 and permission of instructor. Staff.

"Floating" seminar designed to give faculty and students an opportunity to pursue specific topics in detail, with an emphasis on theory and research. Topics vary from semester to semester. Interested students should consult current course announcements for details.

ILRHR 763(7630) Interdisciplinary Perspectives on the Organization of Work

Fall or spring. 4 credits. R. Batt.

Ph.D. seminar examining the theoretical and empirical literature on the organization of work. Topics include studies of group effectiveness, teams, social capital, and recent critical and international research. Draws on alternative perspectives from psychology, sociology, engineering, organization studies, economics, and industrial relations.

ILRHR 790(7900) ILR M.P.S. Program

Fall and spring. 1-9 credits.

Supervised research only for those enrolled in the ILR M.P.S. program.

ILRHR 798(7980) Internship

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRHR 799(7990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRHR 960(9600) Workshop in Human Resource Studies

Fall and spring. 2 credits. Prerequisite: M.S. and Ph.D. candidates. S-U grades only. Staff.

Provides a forum for the presentation and critical discussion of current research being undertaken by graduate students, faculty members, and invited guests in the field of human resource studies. All M.S. and Ph.D. candidates in the Department of Human Resource Studies are urged to enroll; candidates in other departments are cordially invited. Each participant has an opportunity to benefit from the collective wisdom of the others in the formulation, design, and execution of his or her research, as well as to become current on the latest developments in the field.

ILRHR 961(9610) Doctoral Research Seminar in Human Resource Management

Fall or spring. 3 credits. Prerequisite: Ph.D. candidates. Staff.

Aimed at reading, understanding, and conducting research in HRM. Students should obtain thorough understanding of the current research in traditional areas of HRM such as validation, job analysis, EEO, selection, performance appraisal, compensation, and training and should develop the skills necessary to evaluate, criticize, and contribute to the literature on HRM.

ILRHR 962(9620) Doctoral Research Seminar in Strategic Human Resource Management

Fall or spring. 3 credits. Prerequisite: Ph.D. candidates. Staff.

Aimed at reading, understanding, and conducting research in SHRM. The course should enable students to obtain a thorough understanding of the current research in SHRM and to develop the skills necessary to evaluate, criticize, and contribute to the literature on SHRM.

ILRHR 963(9630) Research Methods in HRM/Strategic Human Resource Management

Fall and spring. 3 credits. Prerequisite: Ph.D. candidates. Staff.

Designed to build social science research skills, particularly in the area of human resource studies (HRS). Topics include measurement reliability, construct validity, design of studies, external validity, meta-analysis, critiquing/reviewing HRS research, publishing HRS research, and applications of statistical models of HRS issues.

INTERNATIONAL AND COMPARATIVE LABOR

G. Fields, chair (250 Ives Hall, 255-4561); J. Abowd, R. Batt, J. Bishop, F. Blau, G. Boyer, V. Briggs, M. Cook, I. DeVault, L. Kahn, H. Katz, S. Kuruvilla, L. Turner

ILRIC 333(4330) Politics of the Global North

Fall. 4 credits. L. Turner.

Covers current global debates, comparative political economy of Europe, the United States, and Japan, with a focus on labor and environmental coalitions for domestic reform and global justice.

[ILRIC 339(3390) The Political Economy of Mexico

Spring. 4 credits. Not offered 2005-2006. M. Cook.

Explores the range of challenges affecting contemporary Mexican politics, society, and economic development—from democratization to immigration to NAFTA. Provides both an introduction to Mexican political economy for those with no prior background and an opportunity for students with more knowledge of Mexico to explore a research topic in greater depth.]

ILRIC 499(4990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRIC 533(6330) Politics of the Global North

Fall. 4 credits. Prerequisite: graduate standing. L. Turner.

For description, see ILRIC 333. Graduate students also submit an analytical term paper at the end of the semester.

ILRIC 630(6331) Special Topics

Fall. 4 credits. M. Cook.

Devoted to new topics in the field. The specific content and emphasis vary depending upon the interests of the faculty member teaching the course.

ILRIC 631(4310) Comparative Labor Movements in Latin America

Fall. 4 credits. M. Cook.

Examines the historical development of labor movements in Latin America, their role in national political and economic development, and the impact of economic liberalization, authoritarianism, and redemocratization on contemporary labor organizations in the region. Countries examined include, but are not limited to, Mexico, Brazil, Argentina, Chile, Peru, and Guatemala.

ILRIC 632(6320) Revitalizing the Labor Movement: A Comparative Perspective

Spring. 4 credits. Prerequisite: graduate students; seniors by permission of instructor. L. Turner.

Graduate seminar examining contemporary efforts in the United States and Europe to revitalize unions and reform industrial relations. The first half of the course examines contemporary reform efforts in the United States. The second half covers Britain, Germany, Italy, Spain, the "Europeanization" of labor, and/or related topics depending on student interest.

[ILRIC 633(6331) Labor, Industry, and Politics in Germany]

Fall. 4 credits. Prerequisite: graduate standing; seniors by permission of instructor. Not offered 2005-2006. L. Turner.

Is the successful postwar "social partnership" model of organized capitalism in the Federal Republic of Germany viable in the 21st century? To answer this question, this course looks at the works councils and codetermination, the rise of a strong postwar labor movement, the contemporary German version of social partnership, with an emphasis on current events and the new challenges for German industry and labor posed by German unification and European integration.]

[ILRIC 635(4350) Labor Markets and Income Distribution in Developing Countries]

Spring. 4 credits. Prerequisite: ILRLE 240/540 or ECON 313 or permission of instructor. Not offered 2005-2006. G. Fields.

Analyzes who benefits and how much from economic growth in developing countries and how income distribution would be affected by various public policies. Topics include poverty, inequality, economic mobility, and social welfare; poverty profiles, earnings functions, and decompositions; employment, unemployment, wages, and labor markets; and an introduction to public economics and development policy.]

ILRIC 636(6360) Comparative History of Women and Work (also FGSS 636(6360))

Spring. 4 credits. Prerequisite: permission of instructor. I. DeVault.

Explores the similarities and differences between different cultures' assumptions about the work of women as well as women's experiences in varying work circumstances throughout history. Beginning with theoretical pieces and overviews of the history of women and work, most of the course consists of in-depth examinations of specific work situations or occupations across time and geography. Comparative examples are taken from the United States, Europe, and the Third World.

ILRIC 637 Labor Relations in Asia

Fall. 4 credits. Prerequisite: permission of instructor. S. Kuruvilla.

Comparative survey of the industrial relations systems of selected Asian nations such as Japan, South Korea, Thailand, Malaysia, Singapore, Hong Kong, China, and several others. Emphasizes economic development strategies and industrial relations policies in these countries. Industrial relations practices, the extent of union organization, and labor force demographics of these countries are examined. The primary objective is to provide students with an introduction to industrial relations systems in Asia. The countries chosen are representative but not exhaustive.

[ILRIC 638(6380) Labor, Free Trade, and Economic Integration in the Americas]

Fall. 4 credits. Limited enrollment. Prerequisite: senior or graduate standing; juniors by permission of instructor. Not offered 2005-2006. M. Cook.

Analyzes the contemporary movements toward free trade and regional economic integration in the Western Hemisphere. Special attention is paid to labor's role and to transnational movements in the region. Examines the origins and implications of the North American Free Trade Agreement (NAFTA) and looks at integration schemes in South America (Mercosur), Central America, and the Caribbean and at hemisphere-wide initiatives. A research paper is required.]

ILRIC 639(6390) Building a "Social Europe": Regional Integration in the Global Economy

Spring. 4 credits. Limited enrollment. Prerequisite: graduate standing; seniors by permission of instructor. L. Turner.

Seminar addresses questions such as, what have the European Union and its member nations done to develop and reform the social dimension since the 1990s? How are the major actors—labor, government, and business—positioned to influence social policy and industrial relations reform, and what strategies are they pursuing? What are the prospects for "social Europe" in an increasingly deregulated global economy?

ILRIC 730(7300) Research Seminar on Labor Markets in Comparative Perspective

Fall and spring. 3 credits. Prerequisite: M.S. and Ph.D. students. G. Fields.

Research seminar for students writing theses or dissertations on economic aspects of labor markets in comparative perspective. Addresses research questions, methodologies, and contributions in the areas of employment and unemployment, income and earnings, educational and human resource development, welfare economics, and economic growth. Presentations and written papers are required.

[ILRIC 731(7310) Industrial Relations in Latin America]

Spring. 4 credits. Not offered 2005-2006. M. Cook.

Faced with the competitive pressures brought on by globalization, employers and governments throughout the region are transforming practices, laws, policies, and institutions that shape the industrial relations arena. This course analyzes and compares the extent and character of these changes, the responses and strategies of trade unions and other political and social actors, and the

implications of industrial relations changes in the region for economic development, political stability, and democracy. The aim is to introduce students to the key issues in contemporary Latin American industrial relations and, through individual research papers, to enable students to become familiar with a specific country or sector/theme in two or more countries of the region.]

[ILRIC 737(7370) Special Topics: Labor, Democracy, and Globalization in the South]

Spring. 4 credits. Not offered 2005-2006. M. Cook.

Labor movements in developing countries face distinct challenges from those in advanced industrial countries. This course examines two of the most important recent changes to affect countries in the developing "South" in recent years: democratization and the adoption of market-oriented economic reforms. It focuses on how these "dual transitions" affect workers and labor organizations in developing countries and on labor's responses to political and economic change. Among the issues examined are labor's role in political democratization, factors driving market reform and labor responses, the effects of economic liberalization on labor, national versus industry analyses of change, labor law and policy reform, national protections for labor rights and international labor standards, global trade and Southern country alliances, and issues in North-South labor relations.]

ILRIC 739(7390) The Political Economy of Mexico

Spring. 4 credits. M. Cook.

For description, see ILRIC 339. Graduate students attend ILRIC 339 lectures, meet with the professor, and write a research paper.

ILRIC 790(7900) ILR M.P.S. Program

Fall and spring. 1-9 credits.

Supervised research only for those enrolled in the ILR M.P.S. program.

ILRIC 799(7990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

Other courses approved to fulfill the ILRIC distribution requirement**ILRCB 304(3040) Latin American Labor History**

Fall. J. Cowie.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRCB 681(6810) International Labor Law

Spring. L. Compa.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRCB 706(7060) Labor in Global Cities

Fall. Prerequisite: graduate standing. L. Turner.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRRH 456(4600) International Human Resource Management

Spring. Staff.

For description, see "Human Resource Studies."

ILRRH 461(4610) Working in the New Economy: The Sociology of Work

Spring. R. Batt.

For description, see "Human Resource Studies."

ILRHR 465(4650) The Globalization at Work

Spring. R. Batt.

For description, see "Human Resource Studies."

ILRHR 469(4690) Immigration and the American Labor Force

Spring. V. Briggs.

For description, see "Human Resource Studies."

ILRHR 690(6900) Comparative Human Resource Management

Fall. L. Nishii.

For description, see "Human Resource Studies."

ILRHR 698(6980) International Human Resource Policies and Institutions

Spring. J. Bishop.

For description, see "Human Resource Studies."

ILRLE 444(4440) The Evolution of Social Policy in Britain and America (also ECON 444(4440))

Fall, spring. G. Boyer.

For description, see "Labor Economics."

ILRLE 446(4460) Economy History of British Labor (also ECON 459(4590))

Spring. G. Boyer.

For description, see "Labor Economics."

ILRLE 448(4480) Topics in 20th-Century Economic History: The Economics of Depression and the Rise of the Managed Economy (also ECON 458(4580))

Fall. G. Boyer.

For description, see "Labor Economics."

ILRLE 642(6420) Economic Analysis of the Welfare State (also ECON 460(4600))

Fall. 4 credits. R. Hutchens.

For description, see "Labor Economics."

INTERDEPARTMENTAL COURSES**ILRID 150(1500) Freshman Colloquium**

Fall. 1 credit. Prerequisite: ILR freshmen. S-U grades only. Staff.

Acquaints first-year students with issues and disciplines in the field of industrial and labor relations and to establish acquaintanceship among members of the ILR faculty and small, randomly assigned groups of students. Includes a plant visit and several meetings early in the semester designed to introduce issues encountered in studying the employment relationship.

(ILRID 250(2500) Diversity in the Workplace

Spring. 1 credit. Limited to 30 students. Prerequisite: ILR sophomores. Attendance at all sessions mandatory, as is participation in group discussions and completion of written work. S-U grades only. E. Lawler. Not offered 2005–2006.

Exposes students to issues of diversity and discrimination in corporate, union, and legal environments. The purpose is to understand, analyze, and discuss the experience of being part of a culturally and ethnically diverse workplace. The goals of the course are to sensitize students to the subtle ways that prejudice and discrimination can arise in the workplace; to bring students into direct contact with practitioners in corporations,

labor unions, and law firms to familiarize students with current practices for addressing the opportunities and challenges of racial, ethnic, gender, and other forms of diversity in the workplace; and to analyze and discuss with practitioners ways to reduce prejudice and discrimination in workplaces.]

ILRID 450(4500) Workplace Diversity: Stepping into the 21st Century

Spring. 1 credit. Limited to 30 students; priority given to seniors. Prerequisite: ILRHR 260; ILR students. S-U grades only. P. Henderson and S. Woods.

Provides an orientation to diversity in the workplace and to the expectations and challenges presented for future workplace leadership. With an emphasis on hands-on experiential learning, the course begins by familiarizing class participants with current practitioner approaches to diversity awareness training and competency building. Course focus then shifts to examine diversity as an issue of organizational change. Students consider the range of policies, practices and procedures being used to create workplaces that are both diverse and inclusive. Dialogues and case study presentations with invited workplace diversity leaders offer participants an opportunity to learn from an insider's perspective about the experiences, successes, and challenges of making diversity work. Students are required to complete a "case study" of an organization.

ILRID 451(4510) Science, Technology, and the American Economy

Spring. 4 credits. V. Briggs.

The industrial revolution did not begin in the United States, but the nation became the world's first technological society. Attention is given to the evolutionary confluence of science, technology, mathematics, religion, and capitalism in the formation of the U.S. economy, its institutions, and its labor force. Primary attention is given to post-World War II economic developments. The vantage point is the linkage with employment, unemployment, income, and productivity considerations. Public policy issues (e.g., the employment impact of the computer, research and development policy, national defense influences, the "agricultural revolution," savings and investment rates, and labor force preparedness) are explored. Critical concerns pertaining to environmental impacts, income polarization, and consumerism are also examined.

ILRID 566(5660) Public Policy

Spring. 4 credits. Offered only in New York City for M.P.S. program. Staff.

The government's influence on the workplace and the role of public policy in the use and preparation of the nation's human resources for employment is assessed. Areas of study include the government's historical role in the labor market and the effect of efficiency, price stability and economic growth, equity, and immigration policy and its market implications.

ILRID 790(7900) ILR M.P.S. Program

Fall and spring. 1–9 credits.

Supervised research only for those enrolled in the ILR M.P.S. program.

LABOR ECONOMICS

L. Kahn, chair (264 Ives Hall, 255-0510);

J. Abowd, F. Blau, G. Boyer, J. DeVaro,

R. Ehrenberg, G. Fields, R. Hutchens,

G. Jakobson, R. Smith

ILRLE 240(2400) Economics of Wages and Employment

Fall and spring. 3 credits. Prerequisites:

ECON 101–102 or permission of instructor.

Applies the theory and elementary tools of economics to the characteristics and problems of the labor market. Considers both the demand (employer) and supply (employee) sides of the market to gain a deeper understanding of the effects of various government programs and private decisions targeted at the labor market. Topics include employment demand, basic compensation determination, education and training, benefits and the structure of compensation, labor-force participation and its relation to household production, occupational choice, migration, labor-market discrimination, and the effects of unions.

ILRLE 440(4400) Labor Market Analysis (also ECON 341(3410))

Spring. 4 credits. Note: ILR students can substitute ILRLE 440 for 240 by permission of instructor. J. DeVaro.

For description, see ILRLE 240. Designed for ECON majors with calculus.

ILRLE 441(4410) Income Distribution (also ECON 455(4550))

Spring. 4 credits. Prerequisite: ILRLE 240 or ECON 341. Students who have taken PAM 370 may not receive credit for 441.

R. Hutchens.

Explores income distribution in the United States and the world. Topics include functional and size distributions of income, wage structure, income-generating functions and theories, discrimination, poverty, public policy and income distribution, and changing income distribution and growth.

(ILRLE 442(4420) The Economics of Employee Benefits (also ECON 456(4560))

Fall. 4 credits. Prerequisite: ILR 240 or equivalent. Not offered 2005–2006. Staff.

In-depth treatment of the economics and financial management and administration of all employee benefits: health care, insurance, retirement income, family-care benefits, executive incentive plans, and other compensation provided as a service or contingent financial package to employees. Includes detailed international comparisons of health care and retirement systems are included.]

ILRLE 443(4430) Compensation, Incentives, and Productivity (also ECON 443(4430))

Fall. 4 credits. Prerequisite: ILRLE 240 or equivalent. J. DeVaro.

Examines topics in labor economics of particular relevance to individual managers and firms. Representative topics include recruitment, screening, and hiring strategies; compensation (including retirement pensions and other benefits); training, turnover, and the theory of human capital; incentive schemes and promotions; layoffs, downsizing, and buyouts; teamwork; and internal labor markets. Focuses on labor-related business problems using the analytic tools of economic theory and should appeal to students contemplating careers in general business,

consulting, and human resource management as well as in economics.

ILRLE 444(4440) The Evolution of Social Policy in Britain and America (also ECON 444[4440])

Fall and spring. 4 credits. Prerequisite: ILRLE 240 or equivalent. G. Boyer.

Surveys the history of social policy in Great Britain and the United States from 1800 to the adoption of the British welfare state after World War II. Topics include the role of poor relief in the early 19th century; the changing relationship between public relief and private charity; the adoption of social insurance programs and protective labor legislation for children and women; government intervention in the Great Depression; and the beginnings of the welfare state.

[ILRLE 445(4450) Women in the Economy (also ECON 457[4570], FGSS 446[4460])]

Fall. 4 credits. Prerequisite: ILRLE 240 or equivalent. Not offered 2005–2006. Staff.

Examines the changing economic roles of women and men in the labor market and in the family. Topics include a historical overview of changing gender roles; the determinants of the gender division of labor in the family; trends in female and male labor force participation; gender differences in occupations and earnings; the consequences of women's employment for the family; and a consideration of women's status in other countries.]

ILRLE 446(4460) Economic History of British Labor 1750 to 1940 (also ECON 459[4590])

Fall or spring. 4 credits. Prerequisite: ILRLE 240 or equivalent. G. Boyer.

Examines various aspects of British labor history from the beginning of the Industrial Revolution until World War II. Specific topics include monetary and nonmonetary changes in workers' living standards; internal migration and emigration; the London labor market; the extent of poverty and the evolution of the welfare state; Luddism and Chartism; and the development of trade unions.]

ILRLE 447(4470) Social and Economic Data (also ILRLE 740[7400], INFO 447[4470])

Spring. 4 credits. Prerequisites: one semester of calculus, IS statistics requirement, at least one upper-level social science course, or permission of instructor. J. Abowd.

Teaches the basics required to acquire and transform raw information into social and economic data. Legal, statistical, computing, and social science aspects of the data "manufacturing" process are treated. The formal U.S., Eurostat, OECD, and UN statistical infrastructure is covered. Major private data sources are also covered. Topics include basic statistical principles of populations and sampling frames; acquiring data via samples, censuses, administrative records, and transaction logging; the law, economics, and statistics of data privacy and confidentiality protection; data linking and integration techniques (probabilistic record linking; multivariate statistical matching); analytic methods in the social sciences. Grading is based on a group term project.

ILRLE 448(4480) Topics in 20th-Century Economic History: The Economics of Depression and the Rise of the Managed Economy (also ECON 458[4580])

Spring. 4 credits. Prerequisite: ILRLE 240 or ECON 314. G. Boyer.

Examines the anatomy of the Great Depression through the experiences of the two most important economies of the time: the United States and Great Britain. Also examines the development of macroeconomic policy in the United States and Britain in the 1920s and 1930s and its evolution in the postwar world, culminating with the decline of Keynesian-style demand management policy under Reagan and Thatcher.

ILRLE 495(4950) Honors Program

Fall and spring (yearlong). 4 credits each semester.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRLE 497–498(4970–4980) Internship

Fall and spring. 4 and 8 credits.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRLE 499(4990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRLE 540(5400) Labor Economics

Fall. 3 credits. Requirement for M.I.L.R. candidates. Prerequisites: ECON 101–102 or equivalent. G. Fields.

Course in labor market economics for prospective managers in the corporate, union, and governmental sectors. Begins with demand and supply in labor markets, presenting the tools of decision analysis for workers and firms. It then goes on to consider various topics for managers including deciding on the optimal mix of capital and labor to employ; attracting and retaining talent; pay and productivity; hiring and training investments; and pensions and retirement. The final section of the course covers other important labor market issues including unemployment, discrimination, poverty and inequality, and analysis of public policies.

[ILRLE 544(5440) Labor Market and Personnel Economics]

4 credits. Offered only in New York City for M.P.S. program. Not offered 2005–2006. Staff.

Four-module course in which the first module covers the basic elements of supply and demand in the labor market, the second and third modules cover the "new personnel economics" (emphasizing economic issues in a firm that relate to selecting, training, assigning, motivating, and compensating workers), and the final module covers key institutions and economic security issues (including unemployment, pensions, disability, discrimination, and unions). The goals of this course are for students to learn to analyze both business and public policy problems, taking into account both basic principles of economic theory and the relevant institutional environments.]

ILRLE 642(6420) Economic Analysis of the Welfare State (also ECON 460[4600])

Fall. 4 credits. R. Hutchens.

Uses the tools of public economics to analyze modern welfare states. Although examples are drawn from several countries, the course focuses on the United States, Canada, and

Sweden. What are the rationales for the level of government intervention in these states, and how do these rationales square with notions of market failure? What are the economic costs and benefits of taxes, transfers, and regulations in these states? Can voting models explain the growth and operation of welfare states? The possible answers to these questions are discussed.

ILRLE 648(6480) Economic Analysis of the University (also ECON 342[3420])

Fall. 4 credits. Staff.

Seeks to illustrate the complexity of decision making in a nonprofit organization and to show how microeconomic analysis in general, and labor market analysis in particular, can usefully be applied to analyze resource allocation decisions at universities. Topics include financial aid, tuition, admissions policies, endowment policies, faculty salary determination, the tenure system, mandatory retirement policies, merit pay, affirmative action, comparable worth, collective bargaining, resource allocation across and within departments, undergraduate versus graduate education, research costs, libraries, athletics, and "socially responsible" policies. Lectures and discussions of the extensive readings are supplemented by presentations by Cornell administrators and outside speakers who have been engaged in university resource allocation decisions or have done research on the subject.

ILRLE 740(7400) Social and Economic Data (GR RDC) (also INFO 447[4470])

Spring. 4 credits. J. Abowd.

Teaches the basics required to acquire and transform raw information into social and economic data. Graduate materials emphasize methods for creating and certifying laboratories in which data privacy and confidentiality concerns can be controlled and audited. Legal, statistical, computing, and social science aspects of the data "manufacturing" process are treated. The formal U.S., Eurostat, OECD, and UN statistical infrastructure are covered as are major private data sources. Topics include basic statistical principles of populations and sampling frames; acquiring data via samples, censuses, administrative records, and transaction logging; the law, economics, and statistics of data privacy and confidentiality protection; data linking and integration techniques (probabilistic record linking; multivariate statistical matching); analytic methods in the social sciences. Graduate students are assumed to be interested in applying these techniques to original research in an area of specialization, and are required to do individual projects.

ILRLE 741(7410) Applied Econometrics I (also ECON 748[7480])

Fall. 4 credits. Prerequisite: graduate core sequence in econometrics or permission of instructor. S-U or letter grades. G. Jakubson.

Considers methods for the analysis of longitudinal data, that is, data in which a set of individual units are followed over time. Focuses on both estimation and specification testing of these models. Students consider how these statistical models are linked to underlying theories in the social sciences. Course coverage includes panel data methods (e.g., fixed, random, mixed effects models) factor analysis, measurement error models, and general moment structure methods.

ILRLE 742(7420) Applied Econometrics II (also ECON 749[7492])

Spring. 4 credits. Prerequisite: ILRLE 741 or permission of instructor. Letter or S-U grades. G. Jakubson.

Continues from ILRLE 741 and covers statistical methods for models in which the dependent variable is not continuous. Covers models for dichotomous response (including probit and logit); polychotomous response (including ordered response and multinomial logit); various types of censoring and truncation (e.g., the response variable is only observed when it is greater than a threshold); and sample selection issues. Includes an introduction to duration analysis. Covers not only the statistical issues but also the links between behavioral theories in the social sciences and the specification of the statistical model.

[ILRLE 743(7430) Applied Econometrics III]

Spring. 4 credits. Prerequisites: ILRLE 741-742 or permission of instructor. ILRLE 741, 742, and 743 constitute Ph.D.-level sequence in applied microeconomics. Letter grades only. Not offered 2005-2006. G. Jakubson.

Covers topics not covered in ILRLE 741-742, including further development of duration analysis, panel data methods for nonlinear models, quantile regression and related techniques, and an introduction to nonparametric and semiparametric methods. Additional topics as suggested by their use in applied areas of social science. Covers not only the statistical issues but also the links between behavioral theories in the social sciences and the specification of the statistical model. Also develops a general framework for the techniques covered in the ILRLE 741-742-743 sequence.]

ILRLE 745(7450) Seminar in Labor Economics I (also ECON 742[7420])

Fall. 3 credits. Note: ILRLE 744, 745, and 746 constitute Ph.D.-level sequence in labor economics.

Includes reading and discussion of selected topics in labor economics. Stresses applications of economic theory and econometrics to the labor market and human resource areas.

ILRLE 746(7460) Seminar in Labor Economics II (also ECON 743[7430])

Spring. 4 credits. Note: ILRLE 744, 745, and 746 constitute Ph.D.-level sequence in labor economics.

Includes reading and discussion of selected topics in labor economics. Stresses applications of economic theory and econometrics to the labor market and human resource areas.

[ILRLE 747(7470) Economics of Education (also ECON 647[7470])]

Spring. 4 credits. Prerequisite: economics and labor economics Ph.D. students or permission of instructor. Not offered 2005-2006. R. Ehrenberg.

Survey of the econometric research on a wide variety of higher education issues. Topics at the higher education level include public and private funding, financial aid and tuition policies, faculty labor markets, and Ph.D. production. Topics at the elementary and secondary level include school finance policies, the class-size debate and teacher labor markets.]

[ILRLE 748(7480) Economics of Employee Benefits]

Fall. 4 credits. Not offered 2005-2006. Staff. Students attend the lectures in ILRLE 442 (see description for 442) but have additional course requirements. If enrollment warrants, they also meet separately at a time TBA for discussion of topics in 442 and additional topics.]

ILRLE 749(7490) Economics of Development (also ECON 772[7720])

Spring. 4 credits. Prerequisites: first-year graduate economic theory and econometrics. Staff.

Takes analytical approaches to the economic problems of developing nations. Topics include old and new directions in development economics thinking; the welfare economics of poverty and inequality; empirical evidence on who benefits from economic development; labor market models; project analysis with application to the economics of education; and development policy.

ILRLE 790(7900) ILR M.P.S. Program

Fall and spring. 1-9 credits. Supervised research only for those enrolled in the ILR M.P.S. program.

ILRLE 798(7980) Internship

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRLE 799(7990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRLE 940(9400) Workshop in Labor Economics

Fall and spring. 3 credits. Intended for Ph.D. students who have started to write their dissertations.

Presentations of completed papers and work in progress by faculty members, advanced graduate students, and speakers from other universities. Focuses on the formulation, design, and execution of dissertations.

ORGANIZATIONAL BEHAVIOR

P. Tolbert, chair (379a Ives Hall, 255-9527); S. Bacharach, J. Goncalo, M. Haas, T. Hammer, E. Lawler, M. Lounsbury, W. Sonnenstuhl

ILROB 170(1700) Introduction to Micro Organizational Behavior and Analysis: The Social Psychology of the Workplace

Fall. 3 credits. Staff.

Introductory (survey) course considering the basic individual and group processes in the workplace. At the individual level, students study personality, motivation, perception, attitude formation, and decision making. On the group level, group dynamics, leadership, power and influence, and culture are emphasized.

ILROB 171(1710) Introduction to Macro Organizational Behavior and Analysis

Spring. 3 credits. Staff.

Discusses the relationship between industry and the economy as a whole and its implications for other social institutions in American society (including stratification, politics, and American values). The course moves from classical sociological theory to the analysis of complex organizations. The central focus is the study of industrial

organizations and of complex organizations in general, emphasizing authority relations, goals, the division of labor, bureaucracy, and organizational design.

ILROB 175(1750) Behavior, Values, and Performance

Fall and spring. 3 credits. Not open to ILR students. Staff.

Examines the modern technology-based organization as a workplace. With global competitive dynamics as a backdrop, the course explores how organizational structures, processes, and practices have evolved to meet environmental challenges and will define the behavioral implications of those changes for practicing engineers and designers and managers who work with them. Interpreting such changes and building a capacity for professional effectiveness in this environment requires students to develop a working familiarity with an array of social and behavioral science literature, dealing with such matters as personal identity, motivation, and job design; creativity and the organizational enablers to innovation; group dynamics and project effectiveness; perception, communication, and cross-cultural understanding; and ethical decision making in a high-stress environment. The teaching cases/situations used reflect the orientation of the course toward technology-based organizations.

ILROB 320(3200) The Psychology of Industrial Engineering

Fall. 4 credits. T. Hammer.

Study of the human factors in the industrial engineering of work, workplaces, tools, and machinery. Examines the aspects of individual and social psychology that operate in the work setting and that should be taken into account in the design of jobs. These include limitations of the human sensory system; individual difference in skills, abilities, motives, and needs; group dynamics; intrinsic motivation; job satisfaction; and conflict.

ILROB 321(3210) Group Solidarity (also SOC 311[3110])

Fall. 4 credits. M. Macy.

What is the most important group that you belong to? What makes it important? What holds the group together, and how might it fall apart? How does the group recruit new members? Make and enforce rules? Do some members end up doing most of the work while others get a free ride? This course explores these questions from an interdisciplinary perspective, drawing on sociobiology, economics, and social psychology. Alternative theories of group solidarity are applied to a series of case studies such as urban gangs, spiritual communes, the civil rights movement, pro-life activists, athletic teams, work groups, and college fraternities.

ILROB 322(3220) Service Learning (also SOC 323[3230])

Fall. 4 credits. M. Lounsbury.

Course-based, credit-bearing educational experience in which students participate in organized service that contributes to community well-being. Students reflect on the service to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. The course includes a service-learning requirement that is designed to involve students in projects at local governmental and community organizations. Students draw on sociological

readings to examine the relationship between organizations, society, and social change. Theoretical perspectives learned in class complement field-based activity; students develop a richer understanding of how organizations and their members are connected to society.

ILROB 329(3290) Organizational Cultures

Fall or spring. 4 credits. Prerequisite: one or more courses in OB and/or sociology. W. Sonnenstuhl.

Reviews the concept of culture as it has evolved in sociology and anthropology, applying it to formal organizations in workplaces such as corporations and unions. The course first examines the nature of ideologies as sense-making definitions of behavior, concentrating on the cultural forms that carry these cultural messages, rituals, symbols, myths, sagas, legends, and organizational stories. Considerable attention is given to rites and ceremonies as a cultural form in organizational life that consolidates many of these expressive forms into one. The course examines types of ceremonial behavior such as rites of passage, rites of enhancement, and rites of degradation, including the role of language gestures, physical settings, and artifacts in ceremonial behavior. The presence of subcultures and countercultures in organizational behavior also receive attention, especially the part played by occupational subcultures in formal organizations.

ILROB 370(3700) The Study of Work Motivation

Fall. 4 credits. Prerequisite: junior or senior standing. T. Hammer.

Designed to acquaint students with the basic concepts and theories of human motivation with implications for job design and organizational effectiveness. Focuses on theories of worker motivation and on research approaches and results as they apply to the performance of individuals and groups in formal organizations. Readings are predominantly from the field of organizational psychology, supplemented by relevant contributions from experimental and social psychology. Each student designs, executes, and analyzes a research study of his or her own.

ILROB 420(4200) Contemporary Organizational Behavior Applications

Fall or spring. 4 credits. Prerequisites: ILROB 170 and 171. L. Gasser.

Explores current practical applications of OB theory in organizations. Using a range of contemporary resources, students sift through practitioner articles and research; manage discussions; meet with managers, consultants, and employees; and explore organizational issues and problems from micro and macro perspectives in a political and legal context. Students also develop a toolbox of knowledge and skills to effectively carry out several organizational interventions or development initiatives. Choice of topics may differ to focus on contemporary issues such as emotional intelligence, influencing organizational climate and morale, engaging strategic planning processes, managing large-scale participative techniques, using job or workplace design concepts, applying SWOT analysis, developing effective teamwork, managing diversity, and applying quality management tools.

ILROB 422(4220) Organizations and Deviance

Fall or spring. 4 credits. Limited to 60 students. W. Sonnenstuhl.

Focuses on the deviant actions of organizations, including such behaviors as price fixing, environmental pollution, illegal campaign contributions, and discrimination in hiring and promotion. Examines the origins of such behaviors in organizations, the processes by which they became institutionalized, and the processes by which they become defined as deviant organizational actions. Within this context, the course examines such contemporary cases as Exxon's Valdez oil spill, Iran-Contra, drug testing, and the federal savings and loan scandal. These events raise troubling questions about what it means to live and work in an organizational society, and they cannot be dismissed as instances of a few individuals gone bad.

ILROB 425(4250) Seminar in Organizational Culture

Spring. 4 credits. Limited to 20 students.

Prerequisite: ILROB 329 (3290) and permission of instructor. W. Sonnenstuhl. Expands on the theoretical ideas developed in the earlier course through more focused reading, intensive fieldwork, and paper writing. Students are accepted into the seminar based on their research projects for ILROB 329 and work with the professor to develop a more detailed reading list and more focused data collection strategy for expanding upon their earlier projects. The seminar also is taught as an intensive writing experience.

ILROB 426(4260) Managing Creativity

Fall. 4 credits. J. Goncalo.

Although most people can agree that creativity is an important concept, there is often very little agreement about what creativity is and how we can achieve it. This course surveys basic theories of creativity with the goal of applying this knowledge to the management of creativity in organizations. It focuses primarily on (1) cognitive theories about creative thought, (2) personality theories about exceptionally creative individuals (3) social-psychological theories about creative groups, and (4) the points at which these approaches interact. The course concludes by questioning whether, given the costs involved, anyone would willingly follow the path of a creative individual or implement the practices of the most innovative firms.

ILROB 427(4270) The Professions: Organization and Control

Fall. 4 credits. Prerequisite: permission of instructor. P. Tolbert.

Focuses on the sources of power and control exercised by professional groups in contemporary society. A number of issues are examined in this context, including the role of professions in society, processes through which an occupational group becomes defined as a profession, sources of control that professional associations have over their members, relations between professionals and nonprofessionals in organizations, and the relationship between unionization and professionalization of occupations.

ILROB 428(4280) Blue-Collar Work in America

Spring. 4 credits. Prerequisites: ILROB 170, 171. S. Bacharach and W. Sonnenstuhl.

Although America is often described as a post-industrial society in which service jobs predominate, the term "blue collar" remains

relevant for understanding workplace relationship and their consequences. This course examines the nature of blue-collar work in the 21st century. It takes an in-depth look at a number of blue-collar occupations to understand workers' experiences. Special attention is paid to the manner in which management exercises control over blue-collar workers, the strategies workers use to gain greater discretion over their work, and the social and psychological consequences that follow from this struggle. This course uses lectures, readings, and interviews/discussions with blue-collar workers to illuminate workers' experiences. It uses long-distance learning technology to bring New York city-based blue-collar workers into the Ithaca classroom.

[ILROB 429(4290) Organizational Politics and Institutional Change

Spring, seven weeks. 2 credits.

Prerequisite: junior or senior standing; permission of instructor. Students should see instructor before first class. Not offered 2005-2006. S. Bacharach.

Examines the market, cultural, political, and structural forces that change the organizational "rules of the game," how those changes affect individuals and organizations, and the distortions that occur as individuals and organizations attempt to adjust to a new unstable order. Issues examined include power, corruption, dealmaking, rationality, uncertainty, and competition. Course requirements include completing a major research paper and leading a class discussion.]

[ILROB 470(4700) Group Processes

Fall. 4 credits. Prerequisites: ILROB 170 and 171 or equivalent; permission of instructor. Not offered 2005-2006. E. Lawler.

Review of theoretical approaches and selected research on group phenomena, including the formation of groups, the structure of group relations, and group performance. Specific topics include conformity and obedience, status and power relations, tactics of influence, solidarity and commitment, the management of emotion, the emergence and change of microcultures, and the role of groups in networks and organizations.]

[ILROB 472(4720) Applied Organizational Behavior

Fall. 4 credits. Prerequisites: ILROB 170 and 171. Not offered 2005-2006. S. Bacharach.

Introduces students to intermediate theory of organizational behavior. Concentrates specifically on teaching students to use organizational theories for analytical and applied purposes. Topics include organizational structure, work processes, organizational politics, organizational design, job design, incentive systems, and quality-of-work-life programs.]

ILROB 495(4950) Honors Program

Fall and spring (yearlong). 3 credits each semester.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILROB 497-498(4970-4980) Internship

Fall and spring. 4 and 8 credits.

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILROB 499(4990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILROB 520(5200) Organizational Behavior and Analysis

Fall or spring. 3 credits. Staff.

Survey of concepts, theories, and research from the fields of organizational and social psychology as these relate to the behavior of individuals and groups in organizations. Job attitudes, motivation, performance, leadership and power, group formation, perception, and organizational climate. A preliminary course for advanced work in organizational behavior.

ILROB 525(5250) Organizational Behavior

Fall, spring. 4 credits. Offered only in New York City for M.P.S. program. Staff.

Applies theories and methods from the behavioral sciences to the analysis of behavior in organizations. Areas of study include classical and modern theories of organization and their underlying assumptions of human nature, the relationship between organizations and their environment, the role of power, politics, and decision-making in organizations, industrial history, and leadership culture.

ILROB 622(6220) Sociology of Markets

4 credits. M. Lounsbury.

Since World War II, the diffusion of markets in Asia, Eastern Europe, and Latin America as well as changes in the structure of Western economies has reinvigorated questions about how markets are socially structured. Drawing on the literature in economic sociology, this course explores the social, cultural, economic, and political factors that shape the emergence and dynamics of markets. Among the issues addressed are the social organization of markets, market discrimination, the cooperative aspects of market formation and functioning, the role of government and other institutional arrangements, the relationship of economic change to broader social forces such as social movements, and the shift toward globally market-oriented economies.

ILROB 624(6240) Dynamics of the Social Sector

Fall. 4 credits. M. Lounsbury.

Over the past couple of decades, the social sector has been undergoing a dramatic transformation. Standard solutions to social problems offered by public agencies and nonprofit organizations increasingly are being reconfigured by the entrance of new social enterprises that focus more on revenue generation than service provision. The emergence of this social entrepreneurship has been motivated by a combination of factors including the devolution of social services and related responsibilities from the federal government to state and local governments, as well as a general increase in financial pressures on public agencies and nonprofits. This course aims to provide students with a broad perspective on the historical evolution of the nonprofit sector, introduce students to the changing nature of the contemporary social sector, and explore the phenomenon of social entrepreneurship by examining a variety of new and creative ways in which social problems are being addressed.

[ILROB 625(6250) Conflict, Power, and Negotiation

Fall. 4 credits. Limited enrollment.

Prerequisite: senior or graduate standing; permission of instructor. Not offered 2005–2006. E. Lawler.

Theoretical seminar that adopts a power perspective on bargaining and conflict resolution. Examines how power relations and

power processes affect tactics in bargaining and also when power relations inhibit or promote conflict resolution. "Power" is viewed in the course as a capability, embedded in a social structure, and tactics are the action based on or using such power. The seminar gives an overview of several theoretical approaches to conflict and bargaining (e.g., rational choice, cognitive, social exchange) and places the power perspective in this context.]

ILROB 626(6260) Organizations and Social Inequality

Spring. 4 credits. P. Tolbert.

Examines the central role that organizations in industrial societies play in allocating income, status, and other resources to individuals. A variety of theoretical explanations of social inequality are examined, and the social policy implications of each are considered.

ILROB 627(6270) Leadership in Organizations

Spring. 4 credits. Prerequisite: graduate standing; seniors by permission of instructor. T. Hammer.

Examination of theories and research findings from the behavioral sciences that are relevant to leadership and the influence process in groups and organizations. Discusses personality, situational factors, intergroup processes, interpersonal perception as well as the motivation to both lead and follow. Explores the implications for leadership training, organization development, and action research.

ILROB 679(6790) Methods of Observation and Analysis of Behavior

Fall or spring. 4 credits. Limited to 25 students. Prerequisite: permission of instructor. W. Sonnenstuhl.

Focuses on qualitative methods and emphasizes learning by doing. Examines different approaches to the collection and analysis of data. Students learn a variety of data collection techniques for understanding individual and collective behavior, including participant observation, in-depth interviews, and working with archival materials. The course also emphasizes the constant comparative method as a basic technique for data analysis. This technique is the basis of such qualitative computer programs as Ethnograph and Nudist. Students conduct their own research projects. Students who wish to use qualitative methods either for a senior honors thesis, master's thesis, or doctoral dissertation are encouraged to take this course.

ILROB 721(7210) Advanced Micro Organizational Behavior

Spring. 3 credits. Staff.

Examines the historical development of psychological theories of organizational behavior and contemporary issues in micro organizational research. Emphasizes reading and analysis of primary source material.

ILROB 722(7220) Advanced Macro Organizational Behavior

Fall. 3 credits. Prerequisite: ILROB 520. Staff.

Examines the historical development of sociological theories of organizations and contemporary issues in macro organizational research. Emphasizes reading and analysis of primary source material.

ILROB 724(7240) Managing Social Influence

Fall. 3 credits. J. Goncalo.

Survey of basic theories of social influence and how they are applied (and sometimes misapplied) to managing people in organizations. Theories covered include social facilitation, social norms, group polarization, conformity and minority influence. Emphasizes the evaluation of certain popular management techniques in light of social influence processes.

ILROB 725(7250) Analysis of Published Research in Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 520 and one year of statistics. Staff.

Advanced research methods course that critically examines published research papers in the field of organizational behavior in terms of research design and method as well as theory.

ILROB 726(7260) Selected Topics in Organizational Behavior

Fall. 3 credits. Prerequisites: ILROB 520 and permission of instructor. Staff.

Advanced proseminar that seeks to develop an interdisciplinary perspective on selected topics in organizational behavior. The topics themselves change from year to year depending on participants' interests. Course is designed to allow students and the instructor to jointly pursue significant scholarly inquiry into one or more arenas of organizational theory. Emphasis is placed on exploring the relevance of tradition in related disciplines (e.g., anthropology, linguistics, philosophy, sociology) that may enrich our understanding of organizational life.

ILROB 728(7280) Theories of Motivation and Leadership

Spring. 4 credits. Prerequisite: ILROB 520. T. Hammer.

Introduction to basic concepts of human motivation in general, with particular emphasis on the theories that explain and predict work motivation. Students examine the empirical research that tests the validity of the theories and shows how and under what conditions different motivation models can be used for practice in work organizations. Several current microtheories of leadership and power and related research are examined. The disciplinary perspective employed is social organizational psychology, and the level of analysis emphasized is action and experience of individuals in groups.

ILROB 729(7290) Organizational Change and Intervention

Fall. 3 credits. Prerequisite: graduate standing.

Seminar concerned with planned and unplanned change in organizations. It is designed to analyze theory in practice. Particular attention is paid to the role of internal and external change agents. Students are encouraged to analyze contemporary changes such as mergers and acquisitions and workforce reductions. Participants submit weekly workforce journals.

ILROB 772(7720) The Social Construction of Economic Life

Spring. 3 credits. M. Lounsbury.

Drawing on the literature in economic sociology, this course emphasizes how economic activities are constituted and shaped by the social, cultural, and historical contexts in which they are situated. It surveys

various empirical and theoretical approaches used to study the genesis and influence of broader-scale organizational and institutional arrangements. Provides students with an opportunity to formulate and refine their own research questions and perspectives.

ILROB 776(7760) Globalization and Its Discontents: The Organizational Implications of Global Competition

Fall. 4 credits. Core course in master of engineering/manufacturing option degree program. Staff.

Aimed at helping students develop an understanding of organizations as complex social systems, and at helping them understand the behavioral implications of new manufacturing initiatives. Uses case studies to study the introduction of a variety of innovations in contemporary manufacturing firms, including manufacturing cells and teams, concurrent engineering, total quality management, and just-in-time material flow. Analyses emphasize the impact of such innovations on individuals' role definitions and relationships, organizations' communication requirements and patterns, group dynamics, leadership behaviors, labor relations, and human resource management systems.

ILROB 778(7780) Solidarity in Groups (also SOC 778(7780))

Fall. 3 credits. Not offered 2005-2006. E. Lawler.

Examines sociological and social psychological theories about how social solidarity or a "sense of community" comes about and is maintained in groups and organizations. Distinguishes emotional, normative, and instrumental bases for social solidarity and shows how these promote or inhibit subgroup formation in organizations, commitment of individuals to organizations, and organizational citizenship behavior.]

ILROB 790(7900) ILR M.P.S. Program

Fall and spring. 1-9 credits. Supervised research only for those enrolled in the ILR M.P.S. program.

ILROB 798(7980) Internship

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILROB 799(7990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILROB 920(9200) Organizational Behavior Workshop

Fall. 2 credits. Prerequisite: M.S. and Ph.D. candidates in department. All M.S. and Ph.D. candidates in department at work on their theses are strongly urged to enroll. S-U grades only. Staff.

This workshop is designed to provide a forum for the presentation of current research undertaken by faculty members and graduate students in the Department of Organizational Behavior and by invited guests. Each student is expected to make at least one presentation during the year, focusing on the formulation, design, execution, and results of his or her thesis research.

SOCIAL STATISTICS

T. DiCiccio, chair (358 Ives Hall, 255-8643); J. Bunge, P. Velleman, M. Wells

ILRST 212(2120) Statistical Reasoning

Fall and spring. 4 credits. Prerequisite: ILR undergraduates. P. Velleman and staff.

Introduction to the basic concepts of statistics and data analysis with applications, particularly to the social sciences. Focuses on descriptive methods, normal theory models, and inference procedures for univariate, bivariate, and multivariate data. Basic statistical designs, an introduction to probability, and applications of the Binomial and Normal distributions are considered. Estimation, confidence intervals, and tests of significance are introduced and discussed in detail for means and proportions of a single population and for differences between means and proportions of two populations. Also covers inference in the contexts of two-way contingency tables, correlations, and simple and multiple linear regression models. A statistics computer package is used throughout the course, both in class and for weekly homework assignments.

ILRST 310(3100) Statistical Sampling

Fall. 4 credits. Prerequisite: two semesters of statistics. J. Bunge.

Theory and application of statistical sampling, especially in regard to sample design, cost, estimation of population quantities, and error estimation. Assessment of nonsampling errors. Discussion of applications to social and biological sciences and to business problems. Includes an applied project.

[ILRST 311(3110) Practical Matrix Algebra

Fall or spring. 4 credits. Not offered 2005-2006. Staff.

Matrix algebra is necessary for statistics courses such as regression and multivariate analysis and for other research methods courses in various other disciplines. One goal of this course is to provide students in various fields of knowledge with a basic understanding of matrix algebra in a language they can easily understand. Topics include special types of matrices, matrix calculations, linear dependence and independence, vector geometry, matrix reduction (trace, determinant, norms), matrix inversion, linear transformation, eigenvalues; matrix decompositions, ellipsoids and distances, and some applications of matrices.]

ILRST 312(3120) Applied Regression Methods

Fall and spring. 4 credits. Prerequisite: ILRST 212 or equivalent. M. Wells and P. Velleman.

Reviews matrix algebra necessary to analyze regression models. Covers multiple linear regression, analysis of variance, nonlinear regression, and linear logistic regression models. For these models, least squares and maximum likelihood estimation, hypothesis testing, model selection, and diagnostic procedures are considered. Illustrative examples are taken from the social sciences. Computer packages are used.

ILRST 410(4100) Techniques of Multivariate Analysis

Spring. 4 credits. Prerequisite: ILRST 312 or equivalent; some knowledge of matrix notation. P. Velleman.

Discusses techniques of multivariate statistical analysis and illustrates them using examples from various fields. Emphasizes application, but theory is not ignored. Deviation from assumptions and the rationale for choices among techniques are discussed. Students are expected to learn how to thoroughly analyze real-life data sets using computer-packaged programs. Topics include multivariate normal distribution, sample geometry and multivariate distances, inference about a mean vector, comparison of several multivariate means, variances, and covariances; detection of multivariate outliers; principal component analysis; factor analysis; canonical correlation analysis; discriminant analysis; and multivariate multiple regression.

ILRST 411(4110) Statistical Analysis of Qualitative Data

Spring. 4 credits. Prerequisite: two statistics courses or permission of instructor.

T. DiCiccio.

Advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates; contingency tables; log-linear models; binary ordinal and multinomial regression models; and limit dependent variables.

ILRST 499(4990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILRST 510(5100) Statistical Methods for the Social Sciences I

Fall. 3 credits. Staff.

First course in statistics for graduate students in the social sciences. Covers descriptive statistics, probability and sampling distributions, estimation, hypothesis testing, simple linear regression, and correlation. Students are instructed on the use of a statistics computer package at the beginning of the semester and use it for weekly assignments.

ILRST 511(5110) Statistical Methods for the Social Sciences II

Fall and spring. 3 credits. Prerequisite: ILRST 510 or equivalent introductory statistics course. T. DiCiccio.

Second course in statistics that emphasizes applications to the social sciences. Topics include simple linear regression; multiple linear regression (theory, model building, and model diagnostics); and the analysis of variance. Computer packages are used extensively.

ILRST 515(5150) Statistical Research Methods

Fall or spring. 4 credits. Offered only in New York City for M.P.S. program. Staff. Students learn basic skills for conducting qualitative and survey research. They work through an introductory review course at home on their own time. After passing an exam, they attend a two-week immersion course in Ithaca taught by the on-campus faculty in July. Topics include an introduction to surveys and discrete analysis, basic regression, and integration of qualitative and quantitative research methods.

[ILRST 715(7150) Likelihood Inference

Fall. 3 credits. Prerequisites: graduate courses equivalent to ORIE 670 and 671. Not offered 2005-2006. Staff.

In most statistical models, exact distribution theory for testing hypotheses or constructing confidence intervals is either unavailable or

computationally cumbersome. Inferences are routinely performed by using large-sample approximations to the distributions of test statistics. This course provides a survey of some recent higher-order asymptotic approximations for likelihood-based methods of inference.]

ILRST 717(7170) Analysis of Longitudinal Data

Spring. 3 credits. Prerequisites: extensive knowledge of SAS; advanced linear models; probability and statistics (at level of text by Casella and Berger). Staff. Comprehensive introduction to the analysis of longitudinal data. Involves three major components: a modeling component, an analysis component, and a diagnostic component. Linear and nonlinear mixed effects models are used for the modeling portion; likelihood and estimating function methodology are used for the analysis portion. Diagnostic tools for studying the validity of various assumptions are also developed. Modeling and methodology for the analysis of missing data are also incorporated in the curriculum. SAS is used extensively.

ILRST 799(7990) Directed Studies

For description, see "Collective Bargaining, Labor Law, and Labor History."

ILR EXTENSION

Statewide

The following courses are open to participants in the Extension Division's statewide credit programs in labor studies and management studies. Extension offices are based in Buffalo, Albany, Rochester, Ithaca, New York City, and Long Island. These courses are not open to undergraduate or graduate students matriculated in the Ithaca ILR programs. Courses and course credits earned in Extension Division certificate programs are not automatically accepted as transfer credits or as a basis of admission to the resident ILR undergraduate and graduate programs in Ithaca. Student applications for course transfer are evaluated by the ILR school on an individual basis.

204(2040) Managing Conflict

Fall or spring. 3 credits. Staff. Provides students with opportunities to apply conflict resolution theory to specific situations, based on real-life problems that require resolution. Students examine situations, analyze the facts and perceptions driving the actors, and engage in applying communication, negotiation, and mediation techniques to reduce or eliminate the conflict.

205(2050) Oral Skills for Conflict Management

Fall or spring. 3 credits. Staff. Emphasizes development of oral communications skills required to successfully manage conflict both as a party to a dispute and as a third party who is charged with helping to resolve a dispute. Presents simulations to help the participants practice their skills.

206(2060) The Nature of Conflict

Fall or spring. 3 credits. Staff. Provides students with the conceptual foundation to engage in further study of conflict management and conflict resolution.

After taking the course, students are able to identify and describe types of conflict; identify the various sources of conflict; apply a conceptual model of conflict to interpersonal, organizational, and international conflict situations; describe conflict situations in terms of social psychological aspects using a "person perception" or "attribution" theoretical orientation; and identify their personal response styles to conflict.

209(2090) Leadership in Unions

Fall or spring. 3 credits. Staff. What role does leadership play in the vitality of the labor movement? Is there a crisis of leadership in contemporary unions? Does the political context of a democratic membership organization affect the quality of leadership? Will changing workforce demographics create a demand for increased leadership opportunities by women and minorities in their unions? This course examines theories of leadership including a comparison of leadership styles and skills in the context of changing needs of the labor movement. The dynamic relationship of leaders and followers is examined in regard to emerging internal union organizing strategies that aim to increase membership and to activate current members.

212(2120) Labor, Technology, and the Changing Workplace

Fall or spring. 3 credits. Staff. Technological changes are having a profound impact on both work and society. But what do these changes mean for workers and their unions? Is resisting technological change equivalent to obstructing progress? What can we do to influence how work is shaped and performed? These and other questions are the central concerns of this course. The course is divided into three sections: Skills, Technology, and the Labor Process; Industrial Change and Worker Responses; Four Historical Case Studies; Unions, Technology, and the Future of Work.

240(2400) Union Organizing

Fall or spring. 3 credits. Staff. Students learn which unions are organizing successfully today and which workers are joining unions. Through case studies, discussion, and in-class exercises, they learn about targeting, house calls, building rank and file organizing committees, how to talk union, inoculating against anti-union campaigns, legal aspects of organizing, and innovative ways to organize outside of government-run certification elections.

241(2410) Arbitration

Fall or spring. 3 credits. Staff. Study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the handling of materials in briefs or oral presentation, the conduct of an arbitration hearing, and the preparation of an arbitration opinion.

242(2420) Public Sector Collective Bargaining

Fall or spring. 3 credits. Staff. Introduction to collective bargaining in the public sector. Examines the historical development of bargaining in public employment, the evolution of state and federal and bargaining theory and practices, as well as impasse resolution techniques frequently found in this sector. Special emphasis is given to developing an understanding of the

similarities and differences between public and private sector bargaining and how they have affected tactics and strategies employed by the parties.

245(2450) Public Sector Labor Law

Fall or spring. 3 credits. Staff. Survey and analysis of the New York State Public Employees Fair Employment Act and compares it with other state laws covering public employees. Examines the extent to which the law protects and regulates concerted actions by employees in the public sector. The intent is to study and understand the law as written but more important to understand how it has been interpreted by the courts of New York State in its application. Major emphasis is on employee and employer rights, including recognition and certification, improper practices, strikes, grievances, and disciplinary procedures of the New York State Public Employment Relations Board.

247(2470) Labor and the American Economy

Fall or spring. 3 credits. Staff. Helps the student understand how economic theories relate to the economic problems confronting the American citizen in general and the American union member in particular. Emphasis is placed on contemporary economic theories and how their proponents attempt to solve American economic problems.

248(2480) Employment Practices Law

Fall or spring. 3 credits. Staff. Considers laws and regulations that directly affect managers and employers. Students examine issues and laws such as Equal Employment Opportunity, Employee Retirement Income Security Act, Federal Wage and Hour Laws, Occupational Safety and Health Act, unemployment laws, and other topics. Students focus on the practical application of laws and their impact on the workplace.

250(2500) New York Workers' Compensation Law for Trade Unionists and Injured Workers

Fall or spring. 3 credits. Staff. There is a collective perception that the workers' compensation system in New York compounds an injured personal predicament with Byzantine responses that lead to despair. Unions and injured workers' organizations believe that, if properly empowered, they can be just as effective as lawyers in looking after their injured colleagues' claims. This course is structured to meet both of these realities. Students delve into every nook and cranny of New York Workers' Compensation law. The course is entirely practical. Skills teaching, how to present a case, decorum, ethics, and persuasiveness are built into the course. Experts on how the system really works are used.

251(2510) Principles and Practices of Management

Fall or spring. 3 credits. Staff. Presents the theory and processes of management with an emphasis on supervision. Includes management functions of planning, organizing, staffing, and evaluating. Presents concepts and theories and analyzes case studies. Emphasizes motivating people, exercising leadership, and effectively developing employees.

252(2520) Contract Bargaining

Fall or spring. 3 credits. Staff.

Examines the principles of contract bargaining, including bargaining environments and structures as well as standards used in bargaining. Students learn to prepare bargaining demands, cost economic items, draft noneconomic contract language, negotiate economic and noneconomic issues, and resolve a contract bargaining impasse. The course considers the impact of contract bargaining outcomes on workers, unions, employers, and the public.

253(2530) Contract Administration

Fall or spring. 3 credits. Staff.

Focuses on the role of the steward in administering the union contract in the workplace. Students evaluate grievance and arbitration contract clauses, the grievance procedure in practice, the role of the union steward, the role of local and international unions, negotiation of grievances, and preparation for arbitration. Students analyze the impact of grievance and arbitration procedures on workers, unions, and employers.

254(2540) Labor Law

Fall or spring. 3 credits. Staff.

Examines the principles of labor law by looking at social philosophy and the historical context of federal labor legislation from the 1930s. Students concentrate on major provisions of the National Labor Relations Act, examining how the National Labor Relations Board and the federal courts have interpreted the national labor laws. Discussion includes new directions in labor legislation and interpretation with consideration given to the impact of labor law on workers, unions, and employers.

255(2550) Labor History

Fall or spring. 3 credits. Staff.

Reviews American labor history from the perspective of workers' social dimensions of the development of the working class, reform and revolutionary movements, and the emergence of craft, industrial, and public employee unions. Includes a discussion of the development of trade union institutions and leaders, and the evolution of union political activities and collective bargaining. Special attention is paid to the involvement of women and minority workers with unions.

256(2560) Dispute Resolution

Fall or spring. 3 credits. Staff.

Examines third-party participation in dispute resolution in private and public sector collective bargaining. Develops dispute resolution methods in American labor relations; issues and practices in neutral, binding arbitration of grievances and mediation; conciliation; and fact finding procedures are discussed. Use of exclusive labor-management mechanisms to settle industry disputes is also examined.

259(2590) Union Administration

Fall or spring. 3 credits. Staff.

Focuses on the principles and practices of effective union administration. Students study the dynamics of democratic organizations and the development of organizational leadership. The course explores alternative methods of decision making and lines of responsibility. The legal obligations of unions and union officials are discussed and analyzed. The course also examines the structure and

evolution of relationships inside the labor movement.

264(2640) Contemporary Labor Problems

Fall or spring. 3 credits. Staff.

Survey of the major challenges that confront the American labor movement. Students are briefed on the background of each problem and discuss and analyze a broad range of solutions proposed by the experts.

367(3670) Safety and Health in the Workplace

Fall or spring. 3 credits. Staff.

Provides basic education and training in workplace safety and health. Focuses on applicable federal and state laws, standards for safety and health, industrial hygiene, and such health concerns as asbestos, radon, and AIDS. Practical experience is provided through workplace walk-through safety and health inspections and in use of industrial hygiene equipment to measure noise, temperature, humidity, airflow, and airborne toxins.

FACULTY ROSTER

Abowd, John M., Ph.D., U. of Chicago.

Edmund Ezra Day Prof. of Industrial and Labor Relations, Labor Economics

Applegate, Ronald, Ph.D., SUNY Binghamton. Lec., Collective Bargaining, Labor Law, and Labor History

Bacharach, Samuel, Ph.D., U. of Wisconsin. Jean McKelvey-Alice Grant Prof. of Labor Management Relations, Organizational Behavior

Batt, Rosemary, Ph.D., Massachusetts Inst. of Technology. Alice Cook Professorship in Women and Work; Assoc. Prof., Human Resource Studies

Bell, Bradford, Ph.D., Michigan State U. Asst. Prof., Human Resource Studies

Bishop, John H., Ph.D., U. of Michigan. Assoc. Prof., Human Resource Studies

Blau, Francine D., Ph.D., Harvard U. Francis Perkins Prof. of Industrial and Labor Relations, Labor Economics

Boyer, George R., Ph.D., U. of Wisconsin. Prof., Labor Economics

Briggs, Vernon M., Jr., Ph.D., Michigan State U. Prof., Human Resource Studies

Bunge, John A., Ph.D., Ohio State U. Assoc. Prof., Social Statistics

Collins, Christopher, Ph.D., U. of Maryland. Asst. Prof., Human Resource Studies

Compa, Lance, J.D., Yale Law School. Sr. Lec., Collective Bargaining, Labor Law, and Labor History

Cook, Maria L., Ph.D., U. of California, Berkeley. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History

Cowie, Jefferson R., Ph.D., U. of North Carolina, Chapel Hill. Assoc. Prof., Collective Bargaining Labor Law and Labor History

Daniel, Cletus E., Ph.D., U. of Washington. Prof., Collective Bargaining, Labor Law, and Labor History

DeVaro, Jed, Ph.D., Stanford U. Asst. Prof., Labor Economics

DeVault, Ileen A., Ph.D., Yale U. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History

DiCiccio, Thomas J., Ph.D., U. of Waterloo (Canada). Assoc. Prof., Social Statistics

Dyer, Lee D., Ph.D., U. of Wisconsin. Prof., Human Resource Studies

Ehrenberg, Ronald, Ph.D., Northwestern U. Irving M. Ives Professor of Industrial and Labor Relations and Economics, Labor Economics

Fields, Gary S., Ph.D., U. of Michigan. Prof., Labor Economics, and International and Comparative Labor

Gold, Michael E., LL.B., Stanford U. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History

Goncalo, Jack, Ph.D., U. of California, Berkeley. Asst. Prof., Organizational Behavior

Gross, James A., Ph.D., U. of Wisconsin. Prof., Collective Bargaining, Labor Law, and Labor History

Haas, Martine, Ph.D., Harvard Business School. Asst. Prof., Organizational Behavior

Hollok, Kevin, Ph.D., Princeton U. Assoc. Prof., Human Resource Studies

Hammer, Tove H., Ph.D., U. of Maryland. Prof., Organizational Behavior

Hausknecht, John P., Ph.D., Penn State U. Asst. Prof., Human Resource Studies

Homrighouse, Christina, B.S., Ithaca Coll. Lec., Human Resource Studies

Hurd, Richard W., Ph.D., Vanderbilt U. Prof., Extension and Public Service

Hutchens, Robert M., Ph.D., U. of Wisconsin. Prof., Labor Economics

Jakubson, George H., Ph.D., U. of Wisconsin. Assoc. Prof., Labor Economics

Kahn, Lawrence M., Ph.D., U. of California, Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History/Labor Economics

Katz, Harry C., Ph.D., U. of California, Berkeley. Jack Sheinkman Prof. in Collective Bargaining, Labor Law, and Labor History

Kuruvilla, Sarosh C., Ph.D., U. of Iowa. Prof., Collective Bargaining, Labor Law, and Labor History

Lawler, Edward J., Ph.D., U. of Wisconsin, Madison. Martin P. Catherwood Prof., Organizational Behavior

Lieberwitz, Risa L., J.D., U. of Florida. Assoc. Prof., Collective Bargaining, Labor Law, and Labor History

Lipsky, David B., Ph.D., Massachusetts Inst. of Technology. Prof., Collective Bargaining, Labor Law, and Labor History

Roberson, Quinetta, Ph.D., U. of Maryland. Asst. Prof., Human Resource Studies

Salvatore, Nicholas, Ph.D., U. of California, Berkeley. Prof., Collective Bargaining, Labor Law, and Labor History

Seeber, Ronald L., Ph.D., U. of Illinois. Assoc. Prof., Extension

Smith, Robert S., Ph.D., Stanford U. Prof., Labor Economics

Snell, Scott, Ph.D., Michigan State U. Prof., Human Resource Studies

Sonnenstuhl, William J., Ph.D., New York U. Assoc. Prof., Extension and Organizational Behavior

Tolbert, Pamela S., Ph.D., U. of California. Prof., Organizational Behavior

Turner, Lowell R., Ph.D., U. of California. Prof., Collective Bargaining, Labor Law and Labor History/International and Comparative Labor

Velleman, Paul F., Ph.D., Princeton U. Assoc. Prof., Social Statistics

Vidyashankar, Anand, Ph.D., Iowa State U. Assoc. Prof., Statistical Science and Social Statistics

Wells, Martin T., Ph.D., U. of California, Santa Barbara. Prof., Social Statistics

Wright, Patrick M., Ph.D., Michigan State U. Prof., Human Resource Studies